

GLF EDUCATION TEAM

PRIMARY CURRICULUM PROGRESSION



Art and Design

Art and Design – Early Years Foundational Knowledge - Expressive Art and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

- Statutory framework for the early years foundation stage *Setting the standards for learning, development and care for children from birth to five March 2021*

Pupil starting points:

It is important that we make no assumptions about what pupils do or do not know on entry to our settings. The relationships we build with our pupils are fundamental to understanding and developing them as individuals with deep knowledge of their context through positive relationships with parents / carers and robust transition procedures such as home visits and baseline systems. The below is an ‘indicator’ of what we might expect our pupils to know linked to *Birth to 5 Matters* and *Development Matters* and the 2-year-old check.

In Expressive Art and Design, pupils may have experience of: experimenting with ways to enclose a space, creating shapes, playing with colour (for example combining colours), using 3D and 2D structures to explore materials, mark making with a variety of media, exploring paint using body parts as well as brushes and other tools, exploring different materials, making simple models which express their ideas. Through observation and interaction, we can find out what our children already know and can do and can use the below to build on this.

Concept	2-3 years	3-4 years	4-5 years	ELGs	KS1 Art and Design
Painting	<ul style="list-style-type: none"> - Explore paint, using fingers and other parts of their bodies as well as brushes, sponges and rollers. - Explore primary paint colours and how these colours can be changed. 	<ul style="list-style-type: none"> - Select different tools to paint e.g. brushes, rollers, sponges, body parts. - Explore what happens when they mix primary colours. - Choose particular colours to use for a purpose. - Show different emotions in their paintings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> - Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent (link to knowledge of colour and vocabulary). Link to knowledge of colour. - Self-select different types of paint for a purpose e.g. read mix, watercolour, powder paint. 	Expressive Arts and Design ELG: Creating with Materials Children at the expected level of development will: -	KS1 Art and Design Pupils should be taught: <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,

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			<ul style="list-style-type: none"> - Self-select different tools for painting linked to purpose e.g. brushes, sponges, rollers. - Accurately use a paint brush (appropriate grip). 	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p>	<p>experiences and imagination</p> <ul style="list-style-type: none"> • 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 different practices and disciplines, and making links to their own work.
Drawing / line	<ul style="list-style-type: none"> - Start to make marks intentionally using a range of media e.g. chalk, paint, water, sand. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings, like happiness, sadness, fear, etc. 	<ul style="list-style-type: none"> - Draw with increasing accuracy using and experimenting with both HB and coloured pencils, felt tips, chalk and crayon to represent their ideas. - Create different depth of line using the above. - When drawing themselves represent all of the different face / body parts. - Draw with increasing observation e.g. <i>the banana has black dots.</i> 		
Sculpting	<ul style="list-style-type: none"> - Begin to sculpt using playdough (link to fine motor). - Talk about what they have made with playdough using simple language e.g. cake, sausages. 	<ul style="list-style-type: none"> - Use playdough and plasticine to sculpt specific ideas. - Begin to use key vocabulary to describe what they have created e.g. squashed, squeezed, pulled. 	<ul style="list-style-type: none"> - Sculpt with playdough, plasticine, clay and papier-mâché to create a specific idea. - Use correct vocabulary to describe process e.g., twisted, rolled, stretched. 		
Colour / pattern / texture / shape	<ul style="list-style-type: none"> - Recognise and name the primary colours, black and white and some secondary colours. - Begin to be interested in and describe the texture of things. 	<ul style="list-style-type: none"> - Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple) - Experiment to create different textures e.g. mixing different materials into paint / glue. - Begin to use simple objects and paint to print simple AB patterns e.g. cotton reels / vegetables (link to mathematics). 	<ul style="list-style-type: none"> - Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g. pink and grey. - Select specific textures to represent different things e.g. 		

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			<p>glitter /sequins for fireworks / Christmas, mixing sand into paint / glue to represent the beach.</p> <ul style="list-style-type: none"> - Recognise and create different patterns (up to AB /AABB/ABC patterns) using loose parts and shapes. Describe patterns using correct vocabulary ... 		
Artists / Wider concepts	<ul style="list-style-type: none"> - Know what an artist is. - Express simple likes and dislikes about different paintings / designs / sculptures. - Talk about colours in different pieces of art. 	<ul style="list-style-type: none"> - Know what an art show is. - Name at least one artist. - Know that illustrators are artists. - Talk about colours and shapes in different pieces of art. - Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this. 	<ul style="list-style-type: none"> - Know what an art gallery is. - Name at least two different artists. - Express clear opinions about different paintings / designs / sculptures justifying their opinions. - Talk about colours, shapes, patterns and texture in different pieces of art. 		
- Discussion and evaluation	<ul style="list-style-type: none"> - Say what they have made. Use key words to assign meaning to their creations e.g. dog, mummy, head, tail, face. - Begin to talk about the colours they have used and why. - Begin to name what they have used to create e.g. box, paper, tape. 	<ul style="list-style-type: none"> - Say what they like about their creations. - Say what was hard and easy about their creations. - Talk about the colours they have used and why. - Use increasingly accurate vocabulary to name what they have used to create e.g. egg box, cereal box, juice bottle, plastic, cardboard. - Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxxx because.... 	<ul style="list-style-type: none"> - Share their creations explaining the process they have used e.g. colours, fixings and materials using mostly accurate vocabulary. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Say what works well / why they are proud / pleased about their creation and what they might do to make it even better. - Create collaboratively, sharing ideas, resources and skills. 		

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KS1 and KS2

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		Developing Ideas	Drawing	Painting	3D	Printmaking	Texture, pattern, colour, line and tone	Art through Technology	Responding to Art
Year 1	<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 different practices and disciplines, and making links to their own work. 	<p>Start to record simple media explorations in a sketch book.</p> <p>Introduce "sketchbook" as being a place to record individual response to the world.</p> <p>Understand some of the activities which might take place in a sketchbook (e.g. drawing, cutting/sticking, collecting).</p> <p>Begin to feel a sense of ownership about the sketchbook.</p>	<p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Draw on different surfaces with a range of media.</p> <p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p>	<p>Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads.</p> <p>Explore techniques such as lightening and darkening paint without the use of black or white.</p> <p>Begin to show control over the types of marks made.</p> <p>Paint on different surfaces with a range of media.</p> <p>Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</p>	<p>Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <p>Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination.</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques, including painting.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Experience impressed printing: e.g. printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Explore printing in relief: e.g. String and card.</p> <p>Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Begin to understand how colours can link to moods and feelings in art.</p>	<p>Take a self-portrait or a photograph.</p> <p>Use a simple computer paint program to create a picture</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

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Year 2		<p>Use a sketchbook to plan and develop simple ideas. Develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, collecting, sticking, writing notes...</p>	<p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Draw lines/marks from observations.</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Understand how to make tints using white and tones by adding black to make darker and lighter shades.</p> <p>Build confidence in mixing colour shades and tones.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks.</p>	<p>Use equipment and media with increasing confidence.</p> <p>Use clay, Modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</p> <p>Explore carving as a form of 3D art.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p> <p>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Make simple marks on rollers and printing palettes</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Demonstrate experience in surface patterns/textures and use them when appropriate.</p> <p>Investigate textures and produce an expanding range of patterns.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p> <p>Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells)</p> <p>Express links between colour and emotion.</p>	<p>Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Reflect and explain the successes and challenges in a piece of art created.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p> <p>Identify changes they might make or how their work could be developed further.</p>

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Year 3	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> to create sketch books 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 [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 	<p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Use a sketch book to express feelings about a subject</p> <p>Make notes in a sketch book about techniques used by artists</p> <p>Annotate ideas for improving their work through keeping notes in a sketch book</p> <p>Practice and develop sketchbook use, incorporating the</p>	<p>Develop intricate patterns/ marks with a variety of media.</p> <p>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</p> <p>Begin to indicate facial expressions in drawings.</p> <p>Begin to show consideration in the choice of pencil grade they use</p>	<p>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Become increasingly confident in creating different effects and textures with paint according to what they need for the task.</p> <p>Understand how to create a background using a wash</p>	<p>Use equipment and media with confidence.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Learn to secure work to continue at a later date.</p> <p>Join two parts successfully.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</p> <p>Produce more intricate surface designs</p>	<p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both monotyping and relief printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p>	<p>Create textures and patterns with a wide range of drawing implements.</p> <p>Create art works from natural materials to show an awareness of different viewpoints of the same object.</p>	<p>Use printed images taken with a digital camera and combine them with other media to produce artwork</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet)</p> <p>Take photographs and explain their creative vision</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques</p> <p>Respond to art from other cultures and other periods of time.</p>

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		<p>following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around...</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p>							
Year 4		<p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Express likes and dislikes through annotations</p> <p>Use a sketch book to adapt and improve original ideas</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make</p>	<p>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p>	<p>Work in a safe, organised way, caring for equipment.</p> <p>Secure work to continue at a later date.</p> <p>Make a slip to join to pieces of clay.</p> <p>Decorate, coil, and produce maquettes confidently when necessarily.</p>	<p>Increase awareness of mono and relief printing.</p> <p>Demonstrate experience in fabric printing.</p> <p>Continue to experience in combining prints taken from different objects to produce an end piece.</p> <p>Use print as a starting point to embroidery</p>	<p>Experiment with different grades of pencil and other implements to achieve variations in tone.</p> <p>Use complimentary and contrasting colours for effect</p>	<p>Create a piece of art which includes integrating a digital image they have taken.</p> <p>Take a photo from an unusual or thought-provoking viewpoint</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p>

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		<p>Keep notes to indicate their intentions/purpose of a piece of work</p> <p>Begin to feel a sense of ownership about the sketchbook, which means allowing every child to work at own pace, following own exploration</p>	<p>marks on a range of media.</p> <p>Have opportunities to develop further drawings featuring the third dimension and perspective.</p> <p>Further develop drawing a range of tones, lines using a pencil.</p> <p>Include in their drawing a range of technique and begin to understand why they best suit.</p> <p>Begin to show awareness of representing texture through the choice of marks and lines made e.g. cross hatching, stipiling.</p> <p>Attempt to show reflections in a drawing.</p> <p>Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.</p>	<p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Work in the style of a selected artist (not copying).</p>	<p>Model over an armature: newspaper frame for modroc.</p> <p>Adapt work as and when necessary and explain why.</p>					

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Year 5		<p>Use sketchbooks to plan a sculpture through drawing and other preparatory work</p> <p>Use the sketch book to plan how to join parts of the sculpture</p> <p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works</p> <p>Adapt work as and when necessary and explain why</p> <p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world</p> <p>Begin to feel a sense of ownership about the sketchbook, which</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop understanding of different ways of finishing work: glaze, paint, polish</p> <p>Gain experience in modelling over an armature: newspaper frame for modroc.</p>	<p>Use tools in a safe way. Continue to gain experience in overlaying colours.</p> <p>Start to overlay prints with other media.</p> <p>Create repeating patterns</p>	<p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p>	<p>Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning.</p> <p>Compose a photo with thought for textural qualities, light and shade.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>

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		<p>means allowing every child to work at own pace, following own exploration.</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood.</p>							
Year 6		<p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material</p> <p>Annotate work in sketchbook</p> <p>Continue to develop a "sketchbook habit", using a sketchbook as a place to record individual response to the world</p> <p>Begin to feel a sense of ownership about the sketchbook, which</p>	<p>Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p>	<p>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects</p> <p>Mix colour, shades and tones with confidence building on previous</p>	<p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <p>Model and develop work through a combination of pinch, slab, and coil.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Describe techniques and processes.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Possible artists: Have opportunity to</p>	<p>Consider the use of colour for mood and atmosphere</p> <p>Have opportunity to explore modern and traditional artists using ICT and other resources.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great Artists, architects and designers in history.</p>	

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		<p>means allowing every child to work at own pace, following own exploration</p> <p>Increasingly see the sketchbook as a place which raises questions which can be explored/answered outside the sketchbook, so that the link between sketchbook and journey and outcome becomes understood</p> <p>Practice and develop sketchbook use, incorporating the following activities: drawing to discover, drawing to show you have seen, drawing to experiment, exploring colour, exploring paint, testing ideas, collecting, sticking, writing notes, looking back, thinking forwards and around, reflecting, making links...</p>	<p>Develop their own style using tonal contrast and mixed media.</p>	<p>knowledge, understanding which works well in their work and why</p> <p>Possible artists: Have opportunity to explore modern and traditional arts.</p>		<p>explore modern and traditional arts.</p>			