

**WOODFIELD PRIMARY SCHOOL**



# ART AND DESIGN

PROGRESSION OF SKILLS



## Art and Design – progression framework

Vision: At Woodfield, we inspire, educate, and give children opportunities to develop, teaching them to see art as a fundamental part of life and as a vehicle for creativity and individual expression.

Throughout the art curriculum pupils will learn to:

- Appreciate, interpret, and explain how art has changed over time and continues to change today.
- Explore how creative skills and imagination are expressed and applied through a range of different materials whilst studying a range of artists' styles and techniques.
- Gain the knowledge, confidence, proficiency, and skill to express their own ideas in a range of artistic styles and materials through drawing, painting, collage, textiles, 3D designs, printmaking, and digital media.
- Look at how past artists have left a legacy for us to be able to explore different styles and techniques.
- Explore and appreciate art first-hand through gallery visits and workshops led by expert artists and designers.
- Experience the work of a wide, diverse range of artists, across lines of gender, class, culture, and race in a variety of learning contexts.
- Develop skills and master techniques that can be transferred across the curriculum and aid learning in a wide range of ways that have significance and meaning for all our children.

### Exploring, developing, and evaluating ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe and talk about what they have produced, describing simple techniques and materials used.	Know how to use a sketchbook to: <ul style="list-style-type: none"> <li>• Start to observe, record, and explore simple ideas.</li> <li>• Record information on interpreting colour mixing through the colour wheel and colour spectrums.</li> </ul>	Know how to use a sketchbook to: <ul style="list-style-type: none"> <li>• Plan and explore simple ideas.</li> <li>• Observe and collect textures and patterns that will be used in their work.</li> <li>• Begin to suggest improvements to own work.</li> </ul>	Know how to use a sketchbook to: <ul style="list-style-type: none"> <li>• Observe, record, and explore material and experiment with these.</li> <li>• Plan, collect and record source material for future works.</li> <li>• Express feelings about a subject.</li> <li>• Make notes about techniques used by artists.</li> <li>• Annotate ideas for improving their work.</li> <li>• Try ideas and start to refine them.</li> </ul>	Know how to use a sketchbook to: <ul style="list-style-type: none"> <li>• Observe, collect, and record visual information from different sources.</li> <li>• Plan, trying out ideas.</li> <li>• Plan colours and collect source material for future works.</li> <li>• Express likes and dislikes through annotations.</li> <li>• Adapt and improve original ideas as they progress.</li> <li>• Keep notes to indicate their intentions/purpose of a piece of work.</li> </ul>	Know how to use a sketchbook to: <ul style="list-style-type: none"> <li>• Plan through drawing and other preparatory work.</li> <li>• Plan how to join different materials together.</li> <li>• Begin to explore possibilities, using and combining different styles and techniques.</li> <li>• Keep notes which consider how a piece of work or a technique may be developed further.</li> <li>• Collect and record visual information from different sources as well as planning, trying out ideas and changing techniques.</li> <li>• Plan colours and collect source material for future works.</li> <li>• Adapt work as and when necessary and explain why.</li> </ul>	Know how to use sketchbook to: <ul style="list-style-type: none"> <li>• Collect and record visual information from different sources as well as planning and collecting source material.</li> <li>• Annotate work in sketchbook.</li> <li>• Use the sketch book to plan how to join materials and how their work will develop at each stage.</li> <li>• Select own images and starting points for work.</li> <li>• Comment on and give an opinion on artwork with a fluent grasp of artistic/visual language.</li> </ul>

Early Years				
Drawing	Painting	Sculpture	Digital	Collage
<p>Enjoy using mark making tools, fingers, hands, chalk, pens, and pencils.</p> <p>Experiment with a variety of media to include pencil, chalk, graphite, charcoal, rubbers, crayons, pastels, felt tips.</p> <p>Know how to hold different tools correctly.</p> <p>Know how to use and begin to control a range of materials. Draw on different surfaces.</p> <p><b>Line</b>- Produce lines of different thickness. Make and give meaning to marks using a variety of media.</p> <p><b>Tone</b>-Make light and dark lines by using and selecting different media.</p> <p><b>Texture</b>-Experiment and comment on different textures from observations and imagination. e.g., bumpy, smooth, sharp.</p> <p><b>Shape</b>-Observe and attempt to draw shapes from observations. Develop drawing to build on fine motor skills and hand and eye coordination.</p>	<p>Know and name the primary colours being used: red, yellow, blue. Mix primary colours and know what colour they make.</p> <p>Choose colours for a purpose. Explore and comment on what happens when they mix colours e.g., lighter, darker, brighter</p> <p>Experiment with painting real life and imaginative images and discuss these.</p> <p>Enjoy using a variety of tools including different sized brushes and tools e.g., sponge brushes, fingers, twigs.</p> <p>Explore working with paint on different surfaces and in different ways.</p>	<p>Enjoy handling, feeling, and manipulating a variety of malleable materials such as papier-mache, salt dough and clay using a range of tools.</p> <p>Experiment with constructing materials.</p>	<p>Experiment with simple graphics programs and discuss their work.</p> <p>Take photographs of their surroundings e.g. use a camera with support to decide and take a photo.</p> <p>Know how to interact with technology within the learning space and use it creatively and artistically.</p> <p>Start to use a simple painting program to explore tools and effects that can be made.</p>	<p>Experiment with a range of materials. Combine materials to create different effects. Discuss the effects.</p> <p>Cut shapes using scissors, one handed tools and other modelling tools.</p> <p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Know what collage is. Create images through collage using pictures and recycled materials. Select own materials using different ways of joining.</p>
<p><b>Artists</b> An artist of interest</p>		<p>Vincent Van Gogh</p>		
Vocabulary				

Year 1				
Drawing	Painting	Sculpture	Digital	Collage
<p>Use a range of different media with control.</p> <p>Experiment with mark making using a variety of materials: pencils, crayons, pastels, charcoal, pen, chalk.</p> <p>Begin to know how to control the types of tools they use to make marks through techniques such as hatching, scribbling, and dotting.</p> <p><b>Line-</b> Begin to know how to control lines made. Create simple drawings from observation.</p> <p><b>Tone-</b>Make light and dark lines and patterns by using and selecting different media.</p> <p><b>Texture-</b>investigate and discuss a range of textures by drawing on different surfaces with a range of materials.</p> <p><b>Shape-</b>draw simple shapes from observations and memory.</p>	<p>Experiment with paint using a range of tools, e.g., different brush sizes, hands, feet, rollers, and pads.</p> <p>Begin to show control over the types of marks made with a paint brush. Stippling, different brush strokes.</p> <p>Use a range of tools and techniques.</p> <p>Work on different scales.</p> <p>Know and name the primary colours and mix secondary colours from these.</p> <p>Know how to mix and identify warm and cold colours from the primary and secondary colours.</p> <p>Choose different colours for a purpose.</p> <p>Use different types of paint on different surfaces with a range of media.</p> <p>Try different printing techniques.</p>	<p>Experiment in a variety of malleable media such as, papier- mache, salt dough, cardboard.</p> <p>Use a range of different tools to create different effects.</p> <p>Experiment with constructing and joining different materials.</p> <p>Shape and model materials for a purpose.</p> <p>Impress and apply simple decoration techniques, including painting.</p>	<p>Know how to use a simple paint program to create a picture, use tools like fill and specific brushes to achieve desired effect.</p> <p>Take photographs of their surroundings.</p> <p>Know how to use a digital camera including features such as zoom and crop.</p> <p>Know how to save and reopen their work, and how to edit/improve their image.</p>	<p>Experiment and use a range of materials.</p> <p>Create and copy different images using different media.</p> <p>Experiment with a variety of techniques.</p> <p>Experiment with how objects can be connected.</p>
<p><b>Artists</b> Find out about a range of artists, craft makers and designers. Copy the artwork of other artists. Look at the natural world.</p>		<p>Abstract Shape compositions. Artist study - Beatriz Milhazes Experimenting with mixed media. Artist study - Wassily Kandinsky Abstract art – drawing/collage with mixed media. Artist study - Pablo Picasso Painting with colour. Artist study - Jasper Johns 0-9 Artist study - Jackson Pollock Skills – Learning about – Louis Wain Living Things. Artist - Louise Bourgeois</p>		
Vocabulary				
Line, light, dark, shape, observe, blend	Primary, secondary, warm, cool, stipple, roller, print, marbling, splatter	Join, decorate, finish, coil	Image, digital, zoom, portrait	abstract

Year 2				
Drawing	Painting	Sculpture	Digital	Collage
<p>Draw on different surfaces with a range of media.</p> <p><b>Line</b>-control lines made from copying and invent new lines.</p> <p><b>Tone</b>-make light and dark lines, patterns and shades by using and selecting different media.</p> <p><b>Texture</b>-discuss a range of different textures in drawings. Know when to choose to use dots, hatching, scribbling or lines to show texture or pattern when sketching a group of objects. Know what is meant by the terms hatching and cross hatching when adding shading to a drawing.</p> <p><b>Shape</b>-draw shapes from memory and invent new shapes in artwork. Know how to position and draw objects on a smaller or larger scale.</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>Know how to choose and use a suitable brush to produce appropriate marks e.g., a small brush for small marks.</p> <p>Name different types of paint and their properties.</p> <p>Know and understand the colour wheel.</p> <p>Explore and mix warm and cool colours and the emotions linked to these.</p> <p>Be able to mix all the secondary colours using primary colours confidently.</p> <p>Print using a variety of materials and objects.</p>	<p>Manipulate malleable materials for a purpose.</p> <p>Experiment with constructing and joining different materials, choosing the correct material to represent surface patterns/textures and use them when appropriate.</p> <p>Create 3D work from 2D images.</p>	<p>Use simple graphics programs to create and manipulate images and effects.</p> <p>Take photographs of their surroundings and use these in their artwork.</p> <p>Know how to use printed images taken with a digital camera and combine them with other media to produce artwork.</p>	<p>Develop experience in choosing the correct material to represent patterns and textures appropriately.</p> <p>Copy images using different media and then create their own work.</p> <p>Know how to use paper to create a collage.</p> <p>Sort and group materials for different purposes.</p> <p>Investigate textures and use line and tone in collage to consider shape, shade, pattern, and texture.</p> <p>Express links between colour and emotion using collage.</p>
<p><b>Artists</b> Find out about the work of different artists, craft makers and designers. Describe the differences/similarities between different practices and disciplines. Copy others artwork and begin to make links to their own work.</p>		<p>Artist study - Clarice Cliff Artist study - Mark Rothko Tone - Artist study – Ed Ruscha Sculpture - Artist study - Andy Goldsworthy Human Form – Opie style portraits. Artist study - Julian Opie</p> <p>Texture - Artist study – Max Ernst Drawing and shading. Artist study - Nancy McCroskey</p>		
Vocabulary				
Light, dark, texture, position, hatching, cross-hatching, relief	Layer, texture, colour wheel, primary, secondary, warm, cool, print	Surface texture, sculpture, natural form	Image, digital	Pattern, texture, overlay, layer, 3-dimensional, weave, rubbing, frottage

Year 3				
Drawing	Painting	Sculpture	Digital	Collage
<p>Use sketchbooks to collect and record information, famous artwork, annotations and drawn ideas.</p> <p>Start to draw for a sustained amount of time at their own level.</p> <p><b>Line</b>-make patterns, marks, and lines with a wide range of drawing implements, including different grades of pencil. Know the different grades of pencils (HB,2B, 4B) and what effect the different pencils can have when creating shading.</p> <p><b>Tone</b>-apply different tones by drawing in a different way. Know how to use shading to show light and shadow.</p> <p><b>Texture</b>-create texture with a wider range of drawing implements.</p> <p><b>Shape</b>-use of symmetry and shape in artwork. Identify interesting aspects of objects as a starting point.</p>	<p>Experiment with different effects and textures. Know which brush and effect to use for the mark/image being painted. Use a range of brushes to demonstrate increasing control over the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <p>Work on an increasing range of scales. e.g., thin brushes on a small picture.</p> <p>Use paint and printing to create repeated patterns, including tessellating patterns.</p> <p>Mix a variety of colours and know which primary colours make secondary colours. Know and understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in creating shades of the same colour.</p> <p>Talk about the processes used to produce a simple print. Print using a variety of materials, objects and techniques including layering.</p> <p>Be able to start and develop a painting from a drawing.</p>	<p>Plan, design and make models from observation and own imagination.</p> <p>Understand and know how to work in relief. Join clay with increasing accuracy and construct a simple base for extending and modelling.</p> <p>Explore and develop the use of a range of mediums such as papier- mache, wire, plaster, and clay. Use equipment and mediums with confidence to create a structure.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p>	<p>Know how to take a photo and explain their creative vision.</p> <p>Know how to create a piece of art which includes integrating a digital image they have taken to combine with various media.</p> <p>Know how to use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas, use gradient tools to produce desired effect, eraser, shape and fill tools.</p>	<p>Copy images using a range of media and create own work.</p> <p>Experiment with various textures, colours and patterns and create contrasting images.</p> <p>Use a variety of techniques.</p> <p>Develop skills in stitching, cutting and joining. Know how to join two materials successfully.</p>
<p><b>Artists</b> Find out about the work of different artists, craft makers and designers. Make links to their own artwork. Look at different cultures.</p>		<p>Rodin – The Thinker Roman mosaic artwork Artist study - Georgia O Keeffe</p> <p>Prehistoric Cave art, Lascaux Artist study - Botanical art</p>		
Vocabulary				
Grade, light, dark, tone, shadow, viewfinder	Tessellate, tile, cement, print, primary, secondary, colour wash, water colour,	Relief, incised, join, smooth, slip, texture		Stitch, combine

Year 4				
Drawing	Painting	Sculpture	Digital	Collage
<p>Use sketchbooks to collect and record information, famous artwork, annotations and drawn ideas.</p> <p>Draw for a sustained amount of time at an appropriate level.</p> <p><b>Line</b>-experiment with different grades of pencil and other implements to create lines and marks. Know how to sketch the outline of the object lightly before confirming detail with a different grade of pencil.</p> <p><b>Tone</b>-applying different grades of pencil to achieve variations in tone and make marks on a range of media.</p> <p><b>Texture</b>-apply simple use of pattern and texture in drawings.</p> <p><b>Shape</b>-begin to show awareness of shapes having a third dimension. Have opportunities to develop perspective 1 point perspective including a horizon.</p>	<p>Know how to control marks made and experiment with different effects and textures according to what they need for the task, including blocking in colour, washes, thickened paint creating textural effects. Begin to choose appropriate materials to work with.</p> <p>Mix colours to create own desired colours, using more specific colour language e.g., tint, tone, shade, hue.</p> <p>Know how to use light and dark within painting.</p> <p>Interpret music, stories, poems, and other stimuli in artwork. Work in the style of a selected artist (not copying).</p> <p>Show increasing independence and creativity with the painting process.</p> <p>Research, create and refine a print using a variety of techniques including a block.</p> <p>Know how to develop simple perspective in their work using paint.</p>	<p>Explore the use of materials to be used through interpretation. Know how to use a range of materials and develop awareness of the use of textiles to create texture, pattern, and depth in a variety of malleable materials.</p> <p>Create 3D objects by looking at 2D images or 3D structures.</p> <p>Show an understanding of shape, space, and form.</p>	<p>Use the internet to research artists.</p> <p>Know how to compose a photo with thought for textural qualities, light and shade.</p> <p>Start to present artwork on a slide show/video presentation.</p> <p>Know how to scan an image or take a digital photograph and use software to alter it or adapt it to create work with meaning.</p> <p>Know how to use tile and drop tool to create a background or wallpaper.</p>	<p>Use collage as a means of collecting ideas and information and building a visual vocabulary, combining, and arranging materials to create an image with depth.</p> <p>Incorporate textiles into artwork. Resist printing e.g., marbling and batik.</p> <p>Continue to gain experience in combining textures to create depth of colour and using rough, smooth, plain and patterned materials,</p> <p>Study different artists looking at style and use of colour and texture.</p>
<p><b>Artists</b> Find out about great artists, architects and designers in history. Create their own work in the style of a famous artist. Look at different cultures.</p>		<p>Artist study - Seascapes – William Turner Gustav Klimt South African Raku Batik</p>	<p>Ashanti motifs - Ghana Ndebele artwork (S Africa) Ancient Egyptian art</p>	
Vocabulary				
<p>Proportion, definition, perspective, depth, control, tone, shadow, observation, viewfinder</p>	<p>Foreground, background, wash, perspective, repeat pattern, seascape</p>	<p>Raku, crackle, glaze, finish, smoulder</p>		<p>Resist, batik, wax tjanting</p>

Year 5				
Drawing	Painting	Sculpture	Digital	Collage
<p>Use sketchbooks to collect and develop ideas in more detail.</p> <p>Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work such as line, shading, pattern, texture, using different techniques for different purposes i.e. shading, hatching within their own work.</p> <p><b>Line</b>-use dry media combined with wet media to make different marks, lines and patterns.</p> <p><b>Tone</b>- Start to develop their own style using different variations in tone within a range of media.</p> <p><b>Texture</b>-apply use of pattern and texture in drawings from gained experience.</p> <p><b>Composition</b>- Use simple 1 point perspective in their work. Show an awareness of composition, scale, and proportion in their drawings.</p>	<p>Develop a painting from a drawing.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Use paint and printing to create artwork. Use 3 overlays of printing. Choose the printing method appropriate to task. Build up layers, colours and textures.</p> <p>Identify and demonstrate a secure knowledge about primary, secondary and tertiary colours and be able to mix and use these confidently in various ways, building on previous knowledge.</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>Look and 3D work from a variety of genres and cultures and develops own response through experimentation.</p> <p>Recreate images in 2D/3D looking at one area of experience.</p> <p>Experiment with more clay techniques. Combine a range of skills and materials studied so far. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish.</p>	<p>Use the internet to research artist's work and their history.</p> <p>Know how to create digital images with animation and incorporate sound to communicate their ideas. Pupils will take photos of objects and create a digital image of their 3- D design linked to their sculpture work. They will look at how to animate their image.</p>	<p>Combine collage with different media. Include recycled, natural and manmade materials.</p> <p>Use collage to create own imaginative artwork. Know how to combine different materials to produce an end piece.</p> <p>Incorporate textiles into artwork.</p>
<p><b>Artists</b> Find out about great artists, architects and designers in history including ancient and contemporary. Create their own work in the style of a famous artist. Evaluate artists work to help own work.</p>		<p>William Morris Hundertwasser African Adinkra Ndebele Frida Kahlo – Day of the Dead Art</p>		<p>Arts &amp; Crafts movement Karla Gerard Dr Esther Mahlangu Tingatinga Benin wall plaque</p>
Vocabulary				
foreground, middle ground, background.	primary, secondary, tertiary, stencil, screen print, collaborative, landscape, cityscape	Relief, incised, plaque		layering

Year 6				
Drawing	Painting	Sculpture	Digital	Collage
<p>Work confidently from a variety of sources including observation, imagination, photos, and digital images. Work in a sustained and independent way to develop their own style of drawing.</p> <p>Know how to draw a figure in proportion and how to show movement within figure drawings.</p> <p>Have opportunities to develop further drawings featuring the third dimension and 1- and 2-point perspective.</p> <p>Understand how artists use viewpoints, shading, tone, line to create optical illusions.</p> <p><b>Line</b>-use dry media combined with wet media to make different marks, lines, and patterns.</p> <p><b>Tone</b>-start to develop their own style using tonal contrast and mixed media.</p> <p><b>Texture</b>-explore textures in drawings by combining blending techniques. Know how to use different techniques for different purposes i.e., shading, hatching within their own work, which works well in their work and why.</p> <p><b>Composition</b>-show an awareness of composition, scale and proportion in their drawings and show an awareness of other artworks composition.</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>Mix colour, shades, and tones with confidence, building on previous knowledge.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Create imaginative paintings from a range of stimuli and sources. Show control with marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Be familiar with layering print. Print on paper and fabric</p> <p>Work from a variety of sources, e.g., those researched independently. Show an awareness of how paintings are created (composition), including using perspective when drawing and painting landscapes.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques, and materials to express own ideas and feelings.</p> <p>Recognise sculptural forms in the environment. Landmark (Angel of the North). Confidently create a simple human abstract form using wire, clay, papier- mache Use knowledge of figure drawing to design sculpture.</p> <p>Experiment with more clay techniques and solve problems as they occur.</p>	<p>Know how to create digital images with animation, video and sound which can be used as part of a wider presentation and project.to communicate ideas.</p> <p>Know how to create a piece of digital art. Know that a digital image is created by layering and create layered images from original ideas. Know how to combine graphics and text from commercial design to influence the layout and impact of their artwork.</p> <p>Pupils can explore creating a digital image through layering and incorporating different media together.</p>	<p>Use collage as a means of extending ideas from an initial starting point.</p> <p>Use language appropriate to skill and technique.</p> <p>Incorporate textiles into artwork, using different colours, techniques, and textures. Use chosen media for purpose and style.</p>
<p><b>Artists</b> Look at the history of art and design including periods, styles, and major movements from ancient times up to present day. Identify artists who have worked in a similar way to their own artwork.</p>		<p>WW II Propaganda art John Singer Sargent David Hockney Greek relief art (clay)</p>	<p>Blitz artists (War Artists Advisory Committee WAAC Henry Moore – Art in the Underground Banksy Hannah Hoch &amp; Ben Heine</p>	
Vocabulary				
1- and 2-point perspective, composition, optical illusion, blending, composition, satire, satirical, stylised, graffiti,	Light, proportion, depth. layers, emotive	Incised, relief, form	Photomontage, mood	stencil