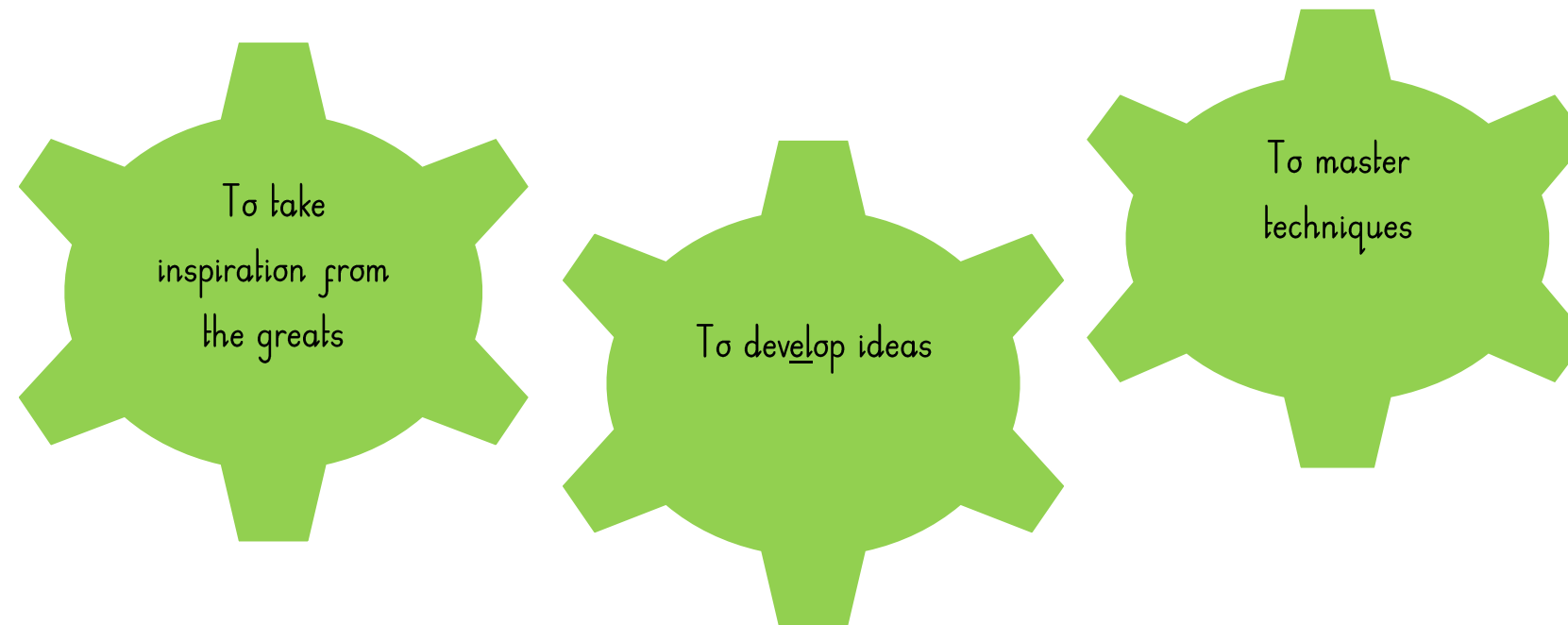


Lumbertubs Primary School

Art Progression Document



At Lumbertubs Primary School we recognise that Art and Design stimulates creativity and imagination. It provides visual, tactile and sensory experiences and a special way of understanding and responding to the world. It enables children of all abilities to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes.

We encourage children to explore ideas and meanings through the work of a range of artists and designers. Through learning about the roles and functions of art, they can explore the impact it has had on contemporary life and that of different times and cultures. The appreciation and enjoyment of the visual arts enriches all our lives.

Early Learning Goals	
Physical Development/ Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.	Expressive Arts and Design/ Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used.
The National Curriculum – Key Stage One	The National Curriculum – Key Stage Two
Pupils should be taught: - 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, 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.	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. Pupils should be taught: - 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

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop ideas <u>These objectives and opportunities should underpin every unit of work</u>	Use experiences and ideas as the inspiration for artwork. Responding to exploration and play-based stimuli. Exploring ideas and make choices. Making simple personal responses to art in the environment.	Explore ideas using drawing, painting and 3D investigation and use these as inspiration for artwork Responding to exploration and play-based stimuli. Explore a variety of techniques and make choices. Learn about and make simple responses to art in the real world.	Learn about the work of a range of artists, and designers Share ideas using drawing, painting and sculpture. Extend exploration of techniques and different methods and materials as ideas develop. Commenting on artworks with basic visual language	Learn about the work of a range of artists and designers Use experiences and ideas as the inspiration for artwork and respond these as starting points. Exploring ideas and collect visual information. Extend exploration of techniques and different methods and materials as ideas develop. Commenting on artworks with visual language	Learn about the great artists, architects and designers in history Use experiences and ideas as inspiration for artwork. Collect sketches in a sketchbook Develop techniques. adapting ideas as they progress. Exploring ideas techniques and different methods and materials as ideas develop Commenting on artworks with developing visual language	Learn about the great artists, architects and designers in history Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Collecting information and sketches in a sketchbook. Develop techniques adapting and improving ideas as they progress. Exploring ideas techniques and different methods and materials as ideas develop. Commenting on artworks with a developing confidence in visual language	Learn about the great artists, architects and designers in history Use experiences, other subjects across the curriculum, and imaginatively extending ideas from starting points throughout the curriculum and using ideas as inspiration for artwork. Develop ideas, collect information, sketches and resources and present ideas imaginatively in a sketch book and in finished products. Develop mastery of techniques, different methods and materials to start developing their own style. Selecting materials to enhance ideas. Develop resilience when encountering unexpected results	Learn about the great artists, architects and designers in history Use experiences, other subjects across the curriculum, and developing and imaginatively extending ideas from starting points throughout the curriculum and ideas as inspiration for artwork. Develop ideas, collect information, sketches and resources and present ideas imaginatively in a sketch book and in finished products. Use mastery of techniques, methods and materials to explore own technique and style. Selecting and experimenting with the qualities of materials to enhance ideas. Spotting the potential in unexpected results

							Commenting on artworks with a fluent grasp of visual language.	as work progresses. (happy accidents) Commenting on artworks with a fluent grasp of visual language.
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Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Explore a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk Add colour to own drawings. Start to draw people including facial features. Encourage discussion about their work explaining parts of the picture.	Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. Use drawings to tell a story from retelling or from imagination, and encourage discussion. Investigate different lines - thick, thin, wavy, straight. Colour own drawings with increasing control. Encourage accurate drawings of people that include all the visible parts of the body.	. Observe anatomy - encourage increasingly accurate drawings of people. Experiment with tools and surfaces. Extend the variety of drawings tools to include charcoal, pastel, chalk. Explore different textures and tone by adding dots and lines. Colour own drawings with control.	Extend the variety of drawings tools to include charcoal, pastel, chalk. Explore different textures and tone by adding dots and lines. Observe and draw landscapes Observe and sketch objects in the natural and man-made world. Experiment with tools and surfaces.	. Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Explore close observation of objects in both the natural and man-made world. Observe and draw simple shapes. Make initial sketches as a preparation for painting and other work. Identify and draw the effect of light (shadows) on a surface, on objects and people. Use cross hatching to show shadow. Introduce the concepts of scale and proportion. Work on a variety of scales	Make initial sketches as a preparation for painting and other work Observe and draw simple shapes. Introduce the concepts of scale and proportion.	Observe and use a variety of techniques to show the effect of light on people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Encourage more accurate drawings of people to include proportion, placement and shape of body parts. Produce increasingly detailed preparatory sketches. Independently select materials and techniques to use to create a specific outcome. Use colour to express moods and feelings.	Produce increasingly detailed preparatory sketches. Encourage accurate drawings of people to include proportion, placement and shape of body parts and how these change when seen from different angles.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Explores what happens when they mix colours Chooses different colours for different parts of a painting and explain reasons in simple words. Use a range of tools including brushes, body, sticks to apply paint.	Learn colour names. Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. Chooses different colours for different parts of a painting and explain reasons for choices. Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. Uses a range of tools to make coloured marks on paper — glue sticks, sponges, brushes, fingers	Begin to introduce mixing of primary colours to make secondary colours. Make colour wheels to show primary and secondary colours. Make as many tones of one colour as possible using primary colours and white Use thin/thick brushes Experience using colour on a large scale, A3/A2 playground.		Use watercolour to create a “wash” background Introduce different types of brushes for specific purposes.	Extend exploring colour mixing to applying colour mixing. Find collections of colour — different sorts of green, blue, purple etc. Use language to evaluate — light/dark Use different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Use watercolour to create a “wash” background Observe colours on hands and faces - mix flesh colours. Use colour to reflect mood.		Considering colour for purposes Use colour to express moods and feelings. Work with one colour against a variety of backgrounds. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Controlling and experimenting particular qualities of tone, shades, hue and mood. Consider artists use of colour and application of it. Mix and match colours to those in a work of art. Explore the use of texture in paint with sawdust, glue, shavings, sand and on different surfaces. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	Make repeated patterns by using a variety of objects and colours. Take prints from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.	Make rubbings showing a range of textures and patterns. Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. Produce simple pictures by printing objects. Imprint onto a range of textures — newspaper, coloured paper, plain paper, into clay and dough etc.	.	Press, roll, rub and stamp to make prints Extend repeating patterns Print with a growing range of objects, including manmade and natural printing tools Talk simply about own work and that of other artists. Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.		Use relief printing processes. Use impressed printing process. Use sketchbook for recording textures/patterns. Replicate patterns observed in natural or built environments Discuss own work and that of other artists. Explore colour mixing through overlapping colour prints deliberately		Build up layers of colours. Create an accurate pattern, showing fine detail. Use a range of visual elements to reflect the purpose of the work Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc Designs prints for fabrics, book covers and wallpaper Screen printing

Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture/form	Constructs with support for ideas. Explores materials to create an effect Uses simple tools Selects simple tools and materials to shape, assemble and join	Constructs with a purpose in mind Manipulates materials to create a planned effect Uses simple tools appropriately. Selects simple tools and materials to shape, assemble and join with confidence.	Skills to be practised in RE	Use hands and tools to create and combine recognisable forms. Use tools to carve into modelling media Pinch and roll using a modelling media such as clay or plasticine. Make simple joins by manipulating modelling material or pasting carefully.	Skills will be practised in RE	Plan and develop ideas in sketchbook Shape, form, model and construct from observation and/or imagination Show understanding of different adhesives, joining techniques and methods of construction. Consider how choice of material will affect the	Use sketchbook to inform, plan and develop ideas. Shape, form, model and join to show correct proportion. Produce more intricate patterns and textures. Work directly from observation or imagination with confidence.	Skills will be practised in RE

		Adapts ideas and methods when meeting a problem.		Add materials and textures to provide interesting details and decoration. Begin to make simple comments about own work and that of other sculptors		size and construction of a sculpture. Apply finishing techniques to cover any mistakes or joins. Discuss own work and work of other sculptors with comparisons made.	Take into account the properties of media being used. Use frameworks (such as wire or moulds) to provide stability and form. Photograph and evidence works of art using technology, enhancing and adapting images.	
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Skill	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles/collage	Use animal print to create collage Print onto a variety of materials Selects, sorts, tears and glues items down.	Handling, manipulating and enjoying using materials Simple collages, using paper, pasta, beans and larger tactile things. Selects, sorts, tears and glues items down. Print onto a variety of materials	. Simple paper and/or material weaving using a card loom. Discuss how textiles create things – curtains, clothing, decoration Use various collage materials to make a specific picture. Develop skills of overlapping and overlaying to create effects.	See DT textiles unit	Select and arrange materials including textiles for a striking effect Ensure work is precise Use overlapping, tessellation, mosaic and montage	See DT textiles unit	Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. Consider methods of making fabric. Work collaboratively on a larger scale Pool together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc	Work with one colour against a variety of backgrounds. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.