

Progression in Art and Design

Key Stage 1



Exploring and Developing Ideas

Pupils will learn to:

- ~ record and explore ideas from first hand observations;
- ~ ask and answer questions about the starting points for their work;
- ~ develop their ideas-try things out, change their minds;
- ~ explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities, make links to their own work.

Evaluating and Developing Work

Pupils will learn to:

- ~ review what others have done and say what they think and feel about it;
- ~ identify what they might change in their current work or develop in future work.

Drawing-Ongoing

Media	Lines and Marks	Shape	Tone	Texture
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk Control the types of marks made with the range of media	Name, match and draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	Observe and draw from observations Draw shapes in between objects Invent new shapes	Investigate tone by drawing light/dark lines/dark patterns, light/dark shapes	Investigate textures by describing, naming, rubbing, copying

Pupils will learn to:

- ~ 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;
- ~ investigate different lines - thick, thin, wavy, straight;
- ~ explore different textures and experiment with mark making to illustrate these;
- ~ ensure sensitivity and visual awareness;
- ~ encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers, where are they?).

Pupils will learn to:

- ~ extend the variety of drawings tools to include charcoal and felt tips. use thick felt tip pens/chalks/charcoal/wax crayon/ pastel and 2b pencils;
- ~ explore different textures and experiment with mark - building on previous experience. begin to control lines to create simple drawings from observations;
- ~ observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is;
- ~ observe patterns in the natural and man-made world;
- ~ ensure sensitivity and visual awareness;
- ~ observe anatomy - encourage accurate drawings of people;
- ~ sketch objects in both the natural and man-made world.

Pupils will learn to:

- ~ begin to add detail to line drawings;
- ~ explore different textures and experiment with mark - building on previous experience;
- ~ observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is;
- ~ observe patterns in the natural and man-made world;
- ~ observe anatomy - encourage accurate drawings of people;
- ~ sketch to make quick records of something;
- ~ draw on smaller and larger scales.

Painting-Ongoing

Pupils will learn to:

- ~ Use ready mixed paints and colour blocks;
- ~ Explore making marks on a variety of papers;
- ~ Use a variety of tools to spread paint - straws, matchsticks as well as brushes;
- ~ Explore mark-making using thick brushes, foam and sponge brushes;
- ~ Experiment with and enjoys colour;
- ~ Create pattern using different tools and colours.

Pupils will learn to:

- ~ Use ready mixed paints and colour blocks. Introduce colour mixing using powder paints;
- ~ Use colour and marks to express mood;
- ~ Represent things observed, remembered or imagined, using colour/tools;
- ~ Explore the effect on paint of adding water, glue, sand, sawdust.

Pupils will learn to:

- ~ name different types of paints and describe their properties;
- ~ begin to select and use different types of paint-ready mix, block, fabric, powder paint according to their properties;
- ~ introduce different types of brushes for specific purposes;
- ~ explore a variety of brushstrokes and begin to comment on the techniques used by others artists;
- ~ identify primary colours by name;
- ~ mix primary shades and tones.

Printing fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene etc

Introduce

Pupils will learn to:

- ~ experiment with finger printing, sponge printing and block printing;
- ~ 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;
- ~ work from imagination and observation;
- ~ imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.

Explore

Pupils will learn to:

- ~ finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control;
- ~ create patterns and pictures by printing from objects using more than one colour;
- ~ develop impressed images with some added pencil or decorative detail;
- ~ use equipment and media correctly, to produce clean image;
- ~ use appropriate language to describe tools, process, etc.

Extend

Pupils will learn to:

- ~ use printmaking as a means of drawing;
- ~ create order, symmetry, irregularity;
- ~ relief printing - string, card, etc.;
- ~ use roller and ink printing;
- ~ extends repeating patterns - overlapping, using two contrasting colours etc.;
- ~ talk simply about own work and that of other artists. (e.g. Warhol, Hokusai, etc.);
- ~ identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.

Colour pigment – paint, inks, pastels, dyes etc and tools to apply colour – brushes, sponges, straws etc		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ experience and use primary colours predominantly – to ensure they know their names; ~ allow for experimentation of mixing; ~ learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons; ~ use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ ensure they know the names of all the colours. name primary and secondary colours; ~ introduce mixing of secondary colours; ~ find collections of colour – different sorts of green, blue, purple etc. use language to evaluate – light/dark; ~ continues to explore applying colour with a range of tools for enjoyment. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ begin to describe colours by objects – ‘raspberry pink, sunshine yellow’; ~ make as many tones of one colour as possible using primary colours and white; ~ darken colours without using black; ~ mix colours to match those of the natural world – colours that might have a less defined name; ~ experience using colour on a large scale, a3/a2 playground.
Texture collage, weaving, threads, fibres, fabrics, surfaces, wood, clay		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ handle, manipulate and enjoy using materials; ~ create simple collages, using paper, pasta, beans and larger tactile things; ~ select, sort, tear and glue items down.; ~ use large eyed pre threaded needles. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ develop collages, based on a simple drawing, using papers and materials; ~ collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc); ~ simple paper and/or material weaving using a card loom; ~ add objects to the weaving - buttons, twigs, dried flowers; ~ explore colour in weaving; ~ develop tearing, cutting and layering paper to create different effects; ~ discuss how textiles create things – curtains, clothing, decoration; ~ thread a large needle, make a simple running stitch. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ develop skills of overlapping and overlaying to create effects; ~ weave with wool; ~ weave using recycled materials – paper, carrier bags; ~ use large eyed needles, different thicknesses of thread and different sized running stitches to draw with; ~ simple appliqué work attaching material shapes to fabric with running stitches; ~ start to explore other simple stitches - backstitch, cross-stitch; ~ dye fabrics using tea, red cabbage, beetroot, onion, spinach; ~ use various collage materials to make a specific picture.

Form 3D experience, rigid and malleable materials		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ handle, feel, manipulate materials; ~ construct and build from simple objects; ~ pull apart and reconstruct; ~ shape and model from observation and imagination; ~ impress and apply simple decoration; ~ simple language created through discussion of feel, size, look, smell etc.; ~ use both hands and tools to build; ~ cut shapes using scissors; ~ explore clay - pinching, rolling, twisting and scratching; ~ investigate a range of different materials and experiment with how they can be connected together to form simple structures. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ construct to represent personal ideas; ~ use materials to make known objects for a purpose, i.e puppet; ~ make simple joins by manipulating modelling material or pasting carefully; ~ look at sculptures and try to recreate them using everyday objects/range of materials; ~ begin to form own 3d pieces; ~ investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools; ~ look at sculptures by known artists and natural objects as starting points for own work. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ have awareness of natural and man-made forms and environments; ~ express of personal experiences and ideas in work; ~ shape and form from direct observation; ~ use a range of decorative techniques: applied, impressed, painted, etc.; ~ use a range of tools for shaping, mark making, etc.; ~ construct from found junk materials; ~ replicate patterns and textures in a 3-d form; ~ begin to make simple thoughts about own work and that of other sculptors. (Marc Qquinn, Barbara Hepworth Goldsworthy).
Pattern (painted, printed, dyed, rubbed, imprinted, embossed etc.)		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ imitate and create own simple repeating patterns using concrete objects(buttons/stones/blocks); ~ bead threading patterns; ~ make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah; ~ create simple symmetry – folding painted butterflies. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ have awareness and discussion of patterns around them – pattern hunt; ~ experiment creating repeating patterns on paper using drawing or printing of own design; ~ link to maths. 	<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ experiment by arranging, folding, repeating, overlapping, regular and irregular patterning; ~ look at natural and manmade patterns and discuss; ~ discuss regular and irregular – what does it mean?
Digital Media		
Introduce	Explore	Extend
<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ explore ideas using digital sources i.e internet; ~ record visual information using digital cameras, video recorders; ~ use a simple graphics package to create different effects; ~ create lines- by changing the size of brushes; shapes using eraser, shape and fill tools colours and texture using simple filters to manipulate and create images. 		<p>Pupils will learn to:</p> <ul style="list-style-type: none"> ~ use basic selection and cropping tool.