

Art Curriculum Progression Overview

Nursery	Reception
By the end of Nursery children should: - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - 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 and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.	By the end of Reception children should be able to: - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>Early Learning Goal: Expressive Arts & Design</u> <u>Creating with Materials</u> Children at the expected level of development will: - 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; - Make use of props and materials when role playing characters in narratives and stories.



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	Year 1	Year 2	Year 3
Drawing	• Can hold and use drawing tools such as pencils and crayons with some dexterity and control. • To experience making marks and building knowledge of different tools exploring variety and scale. • Use drawing to record observations and investigate real objects. • Develop confidence in selecting tools to match a specific task. • Combine drawing media to achieve different effects. • To draw for different purposes: recording, analysing, sketching, planning from observation, memory and imagination. • Talk about drawing using art vocabulary.	• To continue to experience making marks and building knowledge of different tools exploring variety and scale using viewfinders to select and isolate interesting detail. • Use drawing to record observations and investigate real objects. • Develop confidence in selecting tools to match a specific task. • Combine drawing media to achieve different effects. • To draw for different purposes: recording, analysing, sketching, planning from observation, memory and imagination. • To observe shape, form, proportion and features of the human body. • Learn how to plan a drawing to fill the paper. • Encourage recognition of light and its effect on objects. • Talk about drawing using art vocabulary.	• explore shading, using different media to achieve a range of light and dark tones, black to white • draw familiar things from different viewpoints and combines images to make new images • use drawing to design and arrange research and elements of ideas to compose and plan drawings, painting or prints • draw with coloured media descriptively and expressively to represent ideas and objects with increasing accuracy/fluency • use a visual journal/ sketchbook to support the development of a design over several stages • use a viewfinder to select a view and visual clues in an image, then record what is in the frame
Painting	• Can select and use different brushes to explore and make marks of different thickness using wet and dry techniques.	• To have an awareness of the range of shades through more control of colouring mixing.	• introduce different types of brushes for specific purposes • explore the effect on paint of adding water, glue, sand, sawdust and use this in a painting



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	• Explore the density of paint adding more or less water to achieve different effects. • To be able to mix secondary colours from 3 primary colours. • Can spread and apply paint to make a background using wide brushes and other tools to express backgrounds. • Investigate mark making using different tools and surfaces.	• Control the lightness and darkness of colours using black and white (shades and tones) • Extend exploration of paint with reference to texture (using different parts of the brush, different brush sizes and techniques) • Use sketchbooks to work through ideas and try out techniques or colours to help form part of later learning. • Develop an understanding of the work of artists across a range of genres.	• mix and use primary and secondary colours with the addition of black and white and other hues • investigate, experiment, mix and apply colour to represent real life, ideas and moods • to develop further colouring mixing skills • to be aware of the different types of paints and their different purposes
3D modelling / sculpture	• Explore methods of altering the shape of different materials • Become aware of changes that take place in different materials • Look at sculptures from different times and cultures and say what they think and feel about them, developing appropriate vocabulary.	• Explore methods of altering the shape of rigid materials using different techniques such as cutting, folding, weaving, joining. • Use rigid materials to make constructions, learning to join them in different ways. • Become aware of changes that take place in different materials • Make forms from observation of objects and artefacts, using different modelling techniques and exploring varied ways of building up and impressing details. • Look at sculptures from different times and cultures and say what they think and feel about them,	• plan, develop and make sculptures from observational drawings • design and make a 3D form as a maquetté , consider form / function • develop understanding of how sculptures use materials and use appropriate language to describe materials

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		developing appropriate vocabulary.	

	Year 4	Year 5	Year 6
Drawing	• use line, tone, shape and mark with care to represent things seen, imagined or remembered • will investigate and experiment with formal elements to make drawings that convey meaning • uses a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media • use and manipulate a range of drawing tools with control and dexterity applying teacher guidance • Make quick studies from observation to record action or movement with some fluency • draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective	• select appropriate media and techniques to achieve a specific outcome • plan and complete extended sets of drawings in sketchbook/ journals to plan a painting, print or 3D piece • build up drawings and images of whole or parts of items using various techniques, e.g. card, relief, found materials, torn and cut materials • use charcoal/pastels in response to light and dark, shadows and well lit areas • use a visual journal/ sketchbook to support the development of a design over several stages • draw expressively in broad and fine coloured media to represent ideas and objects with accuracy and meaning • select , use and manipulate a range of drawing tools, using them with control and dexterity to	• understand and select media and physical mark making techniques that represent ideas expressively conveying mood or emotion • investigate and learn through experimenting and playful making to create personal responses • Express their ideas and observations responding to advice from others to rework and improve design ideas • convey tonal qualities well, showing good understanding of light and dark on form • develop quick studies from observation recording action and movement with fluency, returning to each study to improve accuracy/detail • draw in line and shape to represent 3D forms

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		accurately represent from observation • select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose	
Painting	• understand how artists use warm and cool colour using this when mixing paint to express a mood in a work • represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes • create a painting from designs and research to communicate an idea or emotion • to reproduce a tighter range of colours, matching those in natural and made objects • to work into a painted surface with other media (chalks, pens, inks etc)	• create different effects by using a variety of tools and techniques such as dots, scratches and splashes, and applying paint in layers • plan/paint symbols, forms, shapes, and composition when exploring the work of other artists/cultures informing their painting • Show the effect of light and colour, texture and tone on natural and man-made objects • colour mix with care and some accuracy using, painting tools and effects to represent things seen, imagined or remembered • encourage close observation of a small area of painting and focus attention on technique, texture and colour • experiment with colour to express mood, emotion and atmosphere	• select from different methods to apply colour using a variety of tools and techniques to express mood or emotion • apply perspective rules to help make a painting to represent a real or imagined place showing depth, space and distance • improve a design for a painting using study of other artworks and advice, making some changes • explore colours, composition and content in the art of other times and cultures • show evidence of selecting techniques and materials to use independently, exploring using sketchbooks



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3D modelling / sculpture	• construct a structure in linear or soft media before then covering the surface to make a form • Identify and assemble found materials to make a new form, • create textured surfaces using rigid and plastic materials and a variety of tools • use sketchbooks to collect visual information, comparing ideas from different styles / traditions	• produce simple design drawing ideas for 3D work in basic perspective, drawn as if seen or imagined from 1 or 2 different viewpoints • explore how a stimuli be used as a starting point for 3D work with a particular focus on form, shape, pattern, texture, colour • design and make a functional and decorative form in • select appropriate materials to model and create a maquetté as a design for a larger sculptural form or idea	• apply knowledge of different techniques to expressive scale, weight or a concept • use study of 3D work from a variety of genres and cultures to develop their own response through models, experimentation and design stages • Recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface • make imaginative use of the knowledge they have acquired of tools, techniques and materials to express their own ideas and feelings • use artists' work as a stimulus for making sculptures using varied materials