



# Whiston Willis Primary Academy

Curriculum Progression  
Subject: Art and Design

Drawing		Colour	Form	Sketchbooks
Year 1 and 2	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Observe anatomy</li> <li>• Observe patterns</li> <li>• Sketch to make quick records</li> <li>• Draw a way of recording experiences and feelings.</li> <li>• Experiment with tools and surfaces</li> <li>• Extend variety of drawing tools- charcoal, pencil and pastels.</li> <li>• Create tones using light and dark</li> <li>• Explore different textures</li> <li>• Show pattern and texture in their drawing</li> <li>• Use three different grades of pencil in their drawing.</li> <li>• Use a view finder to focus on a specific part of an artefact before drawing.</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Name all of the Primary and Secondary colours</li> <li>• Create colour wheel including all primary and secondary colours</li> <li>• Mix Primary colours to create secondary colours</li> <li>• Predict outcomes of colour mixing</li> <li>• Find collections of colour</li> <li>• Apply colour with a range of tools</li> <li>• Make as many tones of one colour as possible using white</li> <li>• Darken colour tones using black</li> <li>• Observe patterns</li> <li>• Begin to describe colours by objects</li> <li>• Use colour on a large scale</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• Construct</li> <li>• Shape and form from direct observations using malleable and rigid materials</li> <li>• Use materials to make known objects for a purpose</li> <li>• Carve, cut, pinch, roll and coil materials such as clay, dough or plasticine.</li> <li>• Replicate patterns and textures in a 3-D form</li> <li>• Use decorative techniques</li> <li>• Express personal ideas and experiences</li> <li>• Use materials to make known objects for a purpose</li> <li>• Awareness of natural and man-made forms</li> <li>• Observe work and that of other sculptors</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to demonstrate their ideas through photographs and in their sketchbooks.</li> <li>• Set out their ideas using annotation in their sketchbooks.</li> <li>• Keep notes in sketchbooks as to how they have changed their work.</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Ask sensible questions about a piece of art</li> <li>• Describe what they can see and what they like</li> <li>• Discuss vocabulary to describe art</li> <li>• Link colours to natural and man-made objects</li> <li>• Explain how other artists have used colour, pattern and shape.</li> <li>• Create a work of art in response to another artist's work.</li> </ul>

	<b>Drawing</b>		<b>Colour</b>	<b>Form</b>	<b>Sketchbooks</b>
<b>Year 3 and 4</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Use of various pencil gradients</li> <li>• Close observation</li> <li>• Draw both positive and negative shapes</li> <li>• Identify and draw the effect of light</li> <li>• Scale and proportion</li> <li>• Use sketchbooks to produce a final piece of work</li> <li>• Write explanations in sketchbooks to understanding of vocabulary, artist research and techniques.</li> </ul>	<b>Drawing</b> <ul style="list-style-type: none"> <li>• Identify and draw the effect of light</li> <li>• Use marks and lines to produce texture</li> <li>• Develop a concept of perspective</li> <li>• Work on a variety of scales</li> <li>• Produce Initial sketches as a preparation for painting</li> <li>• Develop more accurate drawings of people including proportion and placement</li> <li>• Show facial expressions and body language in their sketches.</li> <li>•</li> </ul>	<b>Colour</b> <ul style="list-style-type: none"> <li>• Make colour wheel</li> <li>• Use colour to reflect mood and feelings</li> <li>• Techniques- apply colour using dotting, scratching and splashing.</li> <li>• Introduce different types of brushes</li> <li>• Colour mixing and matching; tint, tone, shade.</li> <li>• Predict outcomes of colour mixing accurately</li> <li>• Observe colours</li> <li>• Children can choose own colour scheme for starry night inspired final piece.</li> <li>• Choose suitable equipment for the task explore the use of texture in colour</li> </ul>	<ul style="list-style-type: none"> <li>• Shape, form, model and construct (malleable and rigid materials)</li> <li>• Plan and develop</li> <li>• Understanding of different adhesives and methods of construction</li> <li>• Aesthetics</li> <li>• Experience surface patterns and textures</li> <li>• Discuss own work and work of other sculptors</li> <li>• Analyse and interpret natural and man-made</li> </ul>	<ul style="list-style-type: none"> <li>• Describe likes and dislikes in sketchbooks.</li> <li>• Suggest improvements to their work.</li> <li>• Make notes about techniques used by artists.</li> <li>• Use sketchbooks to express their feelings about various subjects and outline likes and dislikes.</li> <li>• Use sketchbook to adapt and improve their original ideas.</li> <li>• Keep notes about the purpose of their work in their sketchbooks.</li> </ul> <p>Knowledge</p> <ul style="list-style-type: none"> <li>• Choose appropriate vocabulary to describe art</li> </ul>

				forms of construction	<ul style="list-style-type: none"><li>• Compare work to the work of different artists</li><li>• Explore work from other cultures</li><li>• Explore work from other periods of time</li><li>• Understand the viewpoints of others</li><li>• Understand how an artist is feeling</li><li>• Understand what the artist is trying to convey</li><li>• Experiment with different styles that artists have used</li><li>• Explain art from other periods of history.</li></ul>
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Drawing		Colour	Form	Sketchbooks
Year 5 and 6	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>• Create the effect of light on objects and people from different directions</li> <li>• Interpret the texture of a surface using marks and lines</li> <li>• Concept of perspective</li> <li>• Produce increasingly accurate drawings of people</li> <li>• Successfully use shade to create mood and feeling.</li> <li>• Explain why they have chosen specific materials to draw with.</li> </ul>	<p><b>Colour</b></p> <ul style="list-style-type: none"> <li>• Explain their own style</li> <li>• Explain why they have chosen specific painting techniques</li> <li>• Use a range of techniques in their work such as; hue, tint, tone and shades accurately</li> <li>• Explore the use of texture in colour accurately</li> <li>• Colour to express feelings accurately</li> <li>• Use colour for purposes</li> <li>• Create all of the colours they need</li> </ul>	<p><b>Form</b></p> <ul style="list-style-type: none"> <li>• plan and develop ideas</li> <li>• Shape, form, model and join</li> <li>• Create models in different scales</li> <li>• Create work that is open to interpretation by the audience</li> <li>• observation or imagination</li> <li>• Discuss properties of media</li> <li>• Discuss and evaluate own work and that of other sculptors</li> </ul>	<p><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>• Keep detailed notes in sketchbooks that might develop and inform future work.</li> <li>• Use sketchbooks to work collaboratively with peers to discuss, compare and share ideas.</li> <li>• Refine and adapt their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks.</li> <li>•</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Experiment with different styles that artists have used</li> <li>• Learn about the work of others by looking at artist's work in books, the internet and visit art galleries.</li> <li>• Make a record about the styles and qualities in their work Include technical aspects in their work e.g. Architectural design</li> </ul>

- Correctly choose pencil grades to shade and sketch