



# Whiston Willis Primary Academy

Curriculum Progression  
Subject: Art and Design

EYFS	Drawing	Digital Media	Texture Mixed Media	Colour
	<ul style="list-style-type: none"> <li>• Use single line pencil techniques</li> <li>• Identify shapes and colours of animals and people</li> <li>• Represent features of animals and people <ul style="list-style-type: none"> <li>• Pencil marks to represent features like hair feathers and fur</li> </ul> </li> <li>• Draw shapes and forms</li> <li>• Mark make with mixed media</li> <li>• Fill shapes with paint</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• Build up a composition of shapes and forms</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use an I pad to take photographs of their own creations</li> <li>• Share creations using their own photograph</li> </ul>	<p>Shape</p> <ul style="list-style-type: none"> <li>• Cut out shapes</li> <li>• Create patterns with shape</li> <li>• Create representations using shapes</li> </ul> <p>Texture</p> <ul style="list-style-type: none"> <li>• Begin to combine and experiment with resources of different colour, shape and texture</li> </ul> <p>constructing</p> <ul style="list-style-type: none"> <li>• Use sticking materials to stick to paper</li> </ul>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Identify shapes of animals and people <ul style="list-style-type: none"> <li>• Represent features of animals and people</li> </ul> </li> <li>• Use directional brush marks</li> <li>• Identify primary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Identify shapes and colours of interiors</li> <li>• Use different sized brushes</li> <li>• Experiment with different brush strokes</li> </ul>
	Drawing	Digital Media	Textiles	Sketchbooks

	<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> </ul> <p>Use a view finder to focus on a specific part of an artefact before drawing.</p>	<ul style="list-style-type: none"> <li>• Can they use a device to take photographs?</li> <li>• Can they use a simple app to adjust the exposure of a camera lens?</li> <li>• Can they take different photographs of themselves and others in different poses?</li> <li>• Can they select a good image from a range of photographs they have taken (good focus)?</li> <li>• Can they explain why they have chosen this image?</li> <li>• Can they take portrait and landscape photographs?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they group fabrics and threads by colour and texture?</li> <li>• Can they weave fabric?</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Can they cut and tear paper and card for collages?</li> <li>• Can they gather and sort materials they will need?</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Can they print onto paper and textile using one colour?</li> <li>• Can they design their own block print?</li> <li>• Can they create a repeating pattern?</li> <li>• Can they create a print like a designer?</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>• 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>
	Drawing	Digital Media	Textiles	Sketchbooks

**Drawing**

- Use of various pencil gradients
- Close observation
- Draw both positive and negative shapes
- Identify and draw the effect of light
- Scale and proportion
- Use sketchbooks to produce a final piece of work

Write explanations in sketchbooks to understanding of vocabulary, artist research and techniques.

- Can they create a background for their photograph?
- Can they select a purposeful subject?
- Can they use lighting to alter their photograph outcome?
- Can they edit their photograph to change the scale?
- Can they plan out the composition of their photograph?
- Can they arrange a selection of photographs to create a composition?
- Can they decide whether their photograph should be portrait or landscape?
- Can they take a photograph to reflect mood?
- Can they use IT to edit their work?
- Can they use IT to create a 3D model?

- Can they use more than one type of stitch?
- Can they join fabric together?
- Can they add texture to a piece of work?
- Can they use sewing to add detail to a piece of work?
- Do they combine and experiment with materials to make a 3D form?

**Collage**

- Can they cut accurately?
- Can they overlap materials?
- Can they combine visual and tactile qualities?

**Printing**

- Can they make a three-colour print onto a textile?
- Can they create a mono print?

- Describe likes and dislikes in sketchbooks.
- Suggest improvements to their work.
- Make notes about techniques used by artists.
- Use sketchbooks to express their feelings about various subjects and outline likes and dislikes.
- Use sketchbook to adapt and improve their original ideas.
- Keep notes about the purpose of their work in their sketchbooks.

**Knowledge**

- Choose appropriate vocabulary to describe art
- Link colours to natural and man-made objects
- Compare work to the work of different artists

				<ul style="list-style-type: none"> <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> </ul> <p>Explain art from</p>
	Drawing	Digital Media	Textiles	Sketchbooks
5+6	<b>Drawing</b> <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> </ul>	<ul style="list-style-type: none"> <li>• Can they accurately photograph a subject using an interesting composition?</li> <li>• Can they take a photograph that carries a social message?</li> <li>• Can they create an installation (environment) to provide a suitable background for their subject?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create a piece of work that is open to interpretation by the audience?</li> <li>• Can they include both visual and tactile elements in their work?</li> <li>• Do they experiment and combine materials and processes to design and make 3D form?</li> </ul>	<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> </ul>

	<ul style="list-style-type: none"> <li>• Explain why they have chosen specific materials to draw with.</li> </ul> <p>Correctly choose pencil grades to shade and sketch</p>	<ul style="list-style-type: none"> <li>• Can they use a camera to adjust the scale of their photograph?</li> <li>• Can they find a place to display their artwork?</li> </ul>	<p>Collage</p> <ul style="list-style-type: none"> <li>• Can they layer materials onto a 3D design?</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Can they print using a number of colours?</li> <li>• Can they print onto a range of different materials?</li> <li>• Can they create an accurate design that meets a given criteria?</li> </ul>	<p>Knowledge</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> </ul>
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Colour	Form
<div data-bbox="212 651 259 743" style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #4F81BD; color: white; text-align: center; padding: 10px; font-weight: bold; font-size: 24px;">1&amp;2</div> <p data-bbox="297 304 383 328"><b>Colour</b></p> <ul data-bbox="347 341 640 1283" 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 data-bbox="674 316 741 339"><b>Form</b></p> <ul data-bbox="719 352 1043 1254" 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>

Colour	Form
<div data-bbox="212 651 264 746" style="writing-mode: vertical-rl; transform: rotate(180deg);">3&amp;4</div> <p data-bbox="394 304 479 331"><b>Colour</b></p> <ul data-bbox="347 341 640 1241" style="list-style-type: none"> <li data-bbox="347 341 640 368">• Make colour wheel</li> <li data-bbox="347 379 640 443">• Use colour to reflect mood and feelings</li> <li data-bbox="347 454 640 587">• Techniques- apply colour using dotting, scratching and splashing.</li> <li data-bbox="347 598 640 662">• Introduce different types of brushes</li> <li data-bbox="347 673 640 769">• Colour mixing and matching; tint, tone, shade.</li> <li data-bbox="347 780 640 876">• Predict outcomes of colour mixing accurately</li> <li data-bbox="347 887 640 914">• Observe colours</li> <li data-bbox="347 925 640 1058">• Children can choose own colour scheme for starry night inspired final piece.</li> <li data-bbox="347 1069 640 1241">• Choose suitable equipment for the task explore the use of texture in colour</li> </ul>	<ul data-bbox="719 316 1032 1002" style="list-style-type: none"> <li data-bbox="719 316 1032 448">• Shape, form, model and construct (malleable and rigid materials)</li> <li data-bbox="719 459 1032 486">• Plan and develop</li> <li data-bbox="719 497 1032 630">• Understanding of different adhesives and methods of construction</li> <li data-bbox="719 641 1032 668">• Aesthetics</li> <li data-bbox="719 679 1032 743">• Experience surface patterns and textures</li> <li data-bbox="719 754 1032 850">• Discuss own work and work of other sculptors</li> <li data-bbox="719 861 1032 1002">• Analyse and interpret natural and man-made forms of construction</li> </ul>

Colour	Form
<p style="text-align: center; font-weight: bold;">5&amp;6</p> <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>