



Whiston Willis Primary Academy

Curriculum Progression
Subject: Art and Design

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

Drawing

- Observe anatomy
- Observe patterns
- Sketch to make quick records
- Draw a way of recording experiences and feelings.
- Experiment with tools and surfaces
- Extend variety of drawing tools- charcoal, pencil and pastels.
- Create tones using light and dark
- Explore different textures
- Show pattern and texture in their drawing
- Use three different grades of pencil in their drawing.

Use a view finder to focus on a specific part of an artefact before drawing.

- Can they use a device to take photographs?
- Can they use a simple app to adjust the exposure of a camera lens?
- Can they take different photographs of themselves and others in different poses?
- Can they select a good image from a range of photographs they have taken (good focus)?
- Can they explain why they have chosen this image?
- Can they take portrait and landscape photographs?

Collage

- Can they group fabrics and threads by colour and texture?
- Can they weave fabric?

- Can they cut and tear paper and card for collages?
- Can they gather and sort materials they will need?

Printing

- Can they print onto paper and textile using one colour?
- Can they design their own block print?
- Can they create a repeating pattern?
- Can they create a print like a designer?

- Begin to demonstrate their ideas through photographs and in their sketchbooks.

- Set out their ideas using annotation in their sketchbooks.
- Keep notes in sketchbooks as to how they have changed their work.

Knowledge

- Ask sensible questions about a piece of art
- Describe what they can see and what they like
- Discuss vocabulary to describe art
- Explain how other artists have used colour pattern and shape.
- Create a work of art in response to another artist's work.

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"> • Explore work from other cultures • Explore work from other periods of time • Understand the viewpoints of others • Understand how an artist is feeling • Understand what the artist is trying to convey • Experiment with different styles that artists have used <p>Explain art from</p>
	Drawing	Digital Media	Textiles	Sketchbooks
5+6	Drawing <ul style="list-style-type: none"> • Create the effect of light on objects and people from different directions • Interpret the texture of a surface using marks and lines • Concept of perspective • Produce increasingly accurate drawings of people • Successfully use shade to create mood and feeling. 	<ul style="list-style-type: none"> • Can they accurately photograph a subject using an interesting composition? • Can they take a photograph that carries a social message? • Can they create an installation (environment) to provide a suitable background for their subject? 	<ul style="list-style-type: none"> • Can they create a piece of work that is open to interpretation by the audience? • Can they include both visual and tactile elements in their work? • Do they experiment and combine materials and processes to design and make 3D form? 	<ul style="list-style-type: none"> • Keep detailed notes in sketchbooks that might develop and inform future work. • Use sketchbooks to work collaboratively with peers to discuss, compare and share ideas. • Refine and adapt their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks.

	<ul style="list-style-type: none"> • Explain why they have chosen specific materials to draw with. <p>Correctly choose pencil grades to shade and sketch</p>	<ul style="list-style-type: none"> • Can they use a camera to adjust the scale of their photograph? • Can they find a place to display their artwork? 	<p>Collage</p> <ul style="list-style-type: none"> • Can they layer materials onto a 3D design? <p>Printing</p> <ul style="list-style-type: none"> • Can they print using a number of colours? • Can they print onto a range of different materials? • Can they create an accurate design that meets a given criteria? 	<p>Knowledge</p> <ul style="list-style-type: none"> • Experiment with different styles that artists have used • Learn about the work of others by looking at artist's work in books, the internet and visit art galleries
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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; display: flex; align-items: center; justify-content: center; width: 40px; height: 60px; margin: 0 auto;">1&2</div> <p data-bbox="297 304 383 328">Colour</p> <ul data-bbox="347 341 640 1286" style="list-style-type: none"> • Name all of the Primary and Secondary colours • Create colour wheel including all primary and secondary colours • Mix Primary colours to create secondary colours • Predict outcomes of colour mixing • Find collections of colour • Apply colour with a range of tools • Make as many tones of one colour as possible using white • Darken colour tones using black • Observe patterns • Begin to describe colours by objects • Use colour on a large scale 	<p data-bbox="674 316 741 339">Form</p> <ul data-bbox="719 352 1043 1257" style="list-style-type: none"> • Construct • Shape and form from direct observations using malleable and rigid materials • Use materials to make known objects for a purpose • Carve, cut, pinch, roll and coil materials such as clay, dough or plasticine. • Replicate patterns and textures in a 3-D form • Use decorative techniques • Express personal ideas and experiences • Use materials to make known objects for a purpose • Awareness of natural and man-made forms • Observe work and that of other sculptors

Colour	Form
<div data-bbox="212 651 264 746" style="writing-mode: vertical-rl; transform: rotate(180deg);">3&4</div> <p data-bbox="394 304 479 331">Colour</p> <ul data-bbox="347 341 640 1241" style="list-style-type: none"> <li data-bbox="347 341 640 368">• Make colour wheel <li data-bbox="347 379 640 443">• Use colour to reflect mood and feelings <li data-bbox="347 454 640 587">• Techniques- apply colour using dotting, scratching and splashing. <li data-bbox="347 598 640 662">• Introduce different types of brushes <li data-bbox="347 673 640 769">• Colour mixing and matching; tint, tone, shade. <li data-bbox="347 780 640 876">• Predict outcomes of colour mixing accurately <li data-bbox="347 887 640 914">• Observe colours <li data-bbox="347 925 640 1058">• Children can choose own colour scheme for starry night inspired final piece. <li data-bbox="347 1069 640 1241">• Choose suitable equipment for the task explore the use of texture in colour 	<ul data-bbox="719 316 1032 997" style="list-style-type: none"> <li data-bbox="719 316 1032 448">• Shape, form, model and construct (malleable and rigid materials) <li data-bbox="719 459 1032 486">• Plan and develop <li data-bbox="719 497 1032 630">• Understanding of different adhesives and methods of construction <li data-bbox="719 641 1032 668">• Aesthetics <li data-bbox="719 679 1032 743">• Experience surface patterns and textures <li data-bbox="719 754 1032 850">• Discuss own work and work of other sculptors <li data-bbox="719 861 1032 997">• Analyse and interpret natural and man-made forms of construction

Colour	Form
<p data-bbox="215 651 259 746" style="writing-mode: vertical-rl; transform: rotate(180deg);">5&6</p> <p data-bbox="297 304 383 331">Colour</p> <ul data-bbox="344 344 640 1026" style="list-style-type: none"> • Explain their own style • Explain why they have chosen specific painting techniques • Use a range of techniques in their work such as; hue, tint, tone and shades accurately • Explore the use of texture in colour accurately • Colour to express feelings accurately • Use colour for purposes • Create all of the colours they need 	<p data-bbox="674 316 741 343">Form</p> <ul data-bbox="719 355 1037 927" style="list-style-type: none"> • plan and develop ideas • Shape, form, model and join • Create models in different scales • Create work that is open to interpretation by the audience • observation or imagination • Discuss properties of media • Discuss and evaluate own work and that of other sculptors