



3D Progression

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use a range of malleable materials: salt dough, play dough, plasticine, clay.</p> <p>Impress and apply simple decoration- to make a clay tile and make marks/patterns.</p> <p>Cut shapes out using scissors/cutting tools.</p> <p>Build a construction/ sculpture using a variety of different media/objects e.g. recycled, natural/manmade materials.</p>	<p>Continue to explore and experiment with a variety of malleable media such as salt dough, play dough, plasticine, clay, papier mache. Manipulate by rolling, pinching and kneading etc.</p> <p>Make clay thumb/pinch pots. Apply simple decoration techniques: impress and paint.</p> <p>Use tools and equipment safely and in the correct way.</p> <p>Explore the work of some craft makers and designers, describing the differences and similarities between different practises and disciplines and making links to their own work.</p> <p>Artists: Moore, Brazilian artists (Franz Krajcberg)</p>	<p>Make a model from observation and imagination.</p> <p>Make and decorate clay coil pots. Learn to join clay pieces to each other.</p> <p>Demonstrate/ experience surface patterns and textures and use them when appropriate.</p> <p>Explore the work of some craft makers and designers, describing the differences and similarities, making links to their own work.</p> <p>Discuss their own work and others work, expressing thoughts and feelings.</p> <p>Identify changes they might make or how their work could be developed/improved further.</p> <p>Artists: Hepworth, various ceramists who specialise in coil pots.</p>	<p>Learn to save work to continue at a later date.</p> <p>Join two parts successfully using e.g. cellotape, glue, clay slip.</p> <p>Construct a simple base for extending and modelling other shapes.</p> <p>Produce more intricate surface patterns/textures and use them when appropriate.</p> <p>Produce larger clay pots using pinch and coil techniques.</p> <p>Continue to explore the work of some craft makers and designers, describing the differences and similarities and making links to their own work.</p> <p>Discuss own and others work, expressing thoughts and feelings and using knowledge and understanding of artists and techniques.</p> <p>Artists: crafts people and sculptors</p>	<p>Continue to save work to continue at a later date.</p> <p>To begin to make slab pots.</p> <p>Learn to make slip to join pieces of clay.</p> <p>Model over an armature such as a newspaper frame for modroc.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and trying out ideas.</p> <p>Discuss and review own work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Artists: crafts people and sculptors</p>	<p>Continue to save work to continue at a later date.</p> <p>Show experience in combining pinch, slabbing and coiling to produce end pieces.</p> <p>Develop different ways of finishing work: paint, polish, (glaze).</p> <p>Gain further experience of modelling over an armature e.g. newspaper frame for modroc.</p> <p>Use recycled, natural and man-made materials to create sculptures, confidently and successfully joining parts.</p> <p>Compare different styles and approaches of different sculptors and designers.</p> <p>Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use to plan how to join parts.</p> <p>Discuss and review own work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Artists: Egyptian artefacts, Segal, Andy Goldsworthy</p>	<p>Model and develop work through a combination of pinch, slab and coil.</p> <p>Demonstrate experience in the understanding of different ways of finishing work: paint, polish, (glaze).</p> <p>Work around armatures or over constructed foundations.</p> <p>Demonstrate experience in relief and freestanding work using a range of media.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p> <p>Use sketchbooks to collect and record visual information from different sources. Use to plan how to join parts. Annotate work.</p> <p>Discuss and review own work, expressing thoughts and feelings, explaining views and identify/explain modifications/changes and see how they can be developed further.</p> <p>Artists: Henry Moore, famous 19th and 20th artists</p>



DRAWING Progression

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
<p>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</p> <p>Draw on different surfaces and coloured paper.</p> <p>Produce lines of different thickness and tone using a pencil.</p> <p>Start to produce different patterns and textures from observations, imagination and illustrations.</p> <p>Look and talk about what they have produced, describing simple techniques and media used.</p>	<p>Experiment with a variety of media; pencils, charcoal, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Continue to draw on different surfaces with a range of media.</p> <p>Produce line drawings.</p> <p>Produce an expanding range of patterns and textures.</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Artists: Van Gogh, Seurat</p>	<p>Continue to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Sketch out simple ideas.</p> <p>Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Introduce blending to create tone.</p> <p>Continue to investigate textures and produce an expanding range of patterns.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Artists: Durer, Da Vinci, Cezanne</p>	<p>Develop intricate patterns/ marks/textures with a variety of media.</p> <p>Introduce different grades of pencil and other implements to draw different forms and shapes and experiment.</p> <p>Introduce hatching to create tone.</p> <p>Sketch to record media explorations and experimentations as well as planning and collecting source material for future works.</p> <p>Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Artists: Picasso, Van Gogh, Nettrice Gaskins</p>	<p>Develop intricate patterns using different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</p> <p>Sketch and collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Develop drawings featuring the third dimension and perspective.</p> <p>Evaluate own work and the work of others, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Artists: Goya, Sargent, Holbein.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e. shading, hatching within their own work.</p> <p>Sketch and collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Evaluate own work and the work of others, expressing thoughts and feelings, and adapt where necessary.</p> <p>Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassat.</p>	<p>Work in a sustained and independent way to develop their own style of drawing.</p> <p>Continue to develop different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why.</p> <p>Sketch and collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Develop their own style using tonal contrast and mixed media.</p> <p>Continue to have opportunities to develop further simple perspective in their work using a single focal point and horizon.</p> <p>Develop an awareness of composition, scale and proportion in their pictures.</p> <p>Evaluate own work and the work of others, expressing thoughts and feelings, and adapt where necessary.</p> <p>Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>



PAINTING Progression

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use a variety of tools e.g. different sized brushes, sponge brushes, sponges, fingers, twigs.</p> <p>Recognise and name the primary colours being used.</p> <p>Explore working with paint on different surfaces and in different ways i.e. different coloured, sized and shaped paper.</p> <p>Look and talk about how and what they have produced.</p>	<p>Continue to experiment with a variety of media; different brush sizes and tools.</p> <p>Lighten and darken paint <u>without</u> the use of black or white.</p> <p>Begin to control the types of marks made with the range of media.</p> <p>Paint on different surfaces with a range of media: finger paint, ready-mix paint, watercolours, printing ink.</p> <p>Begin to mix secondary colours, moving towards predicting resulting colours.</p> <p>Explore the work of a range of artists.</p> <p>Begin to talk about own work and that of others.</p> <p>Artists: Klimt, Marc, Klee, Hockney.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture, watercolour.</p> <p>Introduce black and white to lighten and darken colours.</p> <p>Begin to mix colour shades and tones.</p> <p>Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p>Explore the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own work and others work, expressing thoughts and feelings.</p> <p>Artists: Pollock, Riley, Monet, Aboriginal, Matisse.</p>	<p>Demonstrate increasing control of the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Introduce the colour wheel.</p> <p>Use light and dark within painting and begin to explore complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Evaluate own work and the work of others.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artists: Rothko, Rivera, Lowry, Indian Miniatures, O'Keeffe, Abstract, Expressionism.</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Start to develop a painting from a drawing.</p> <p>Begin to choose appropriate media to work with.</p> <p>Continue to use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Start to look at working in the style of a selected artist (not copying).</p> <p>Evaluate own work and the work of others and identify modifications/ changes to see how they can be developed further.</p> <p>Continue to explore a range of great artists, architects and designers in history.</p> <p>Artists: Hopper, Pop art- Andy Warhol, Monet, Turner</p>	<p>Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge.</p> <p>Sketch, collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Evaluate own work and the work of others and identify modifications/ changes to see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Artists: Magritte, Van Gogh.</p> <p>Explore a range of great artists, architects and designers in history.</p>	<p>Create sustained pieces of work.</p> <p>Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.</p> <p>Sketch, collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</p> <p>Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views. Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>



PRINTMAKING progression

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Printing with shapes from solids.</p> <p>Hand, finger and foot printing.</p> <p>Printing with a variety of hard and soft materials, natural and man-made.</p> <p>Impressed printing (drawing into paint) using combs, scrapers, forks etc.</p> <p>Take rubbings of everyday objects.</p>	<p>Create simple pictures by printing with a range of 3D shapes, and hard and soft materials.</p> <p>Produce a clean printed image.</p> <p>Experiment with pattern and rotation.</p> <p>Demonstrate/ experience impressed printing; use different materials to create a variety of effects. E.g. thick/thin/wavy lines.</p> <p>Make own relief printing blocks using string on a card base or wooden block.</p>	<p>Continue to explore printing pictures with a range of hard and soft materials.</p> <p>Produce a clean printed image and experiment with pattern, rotation and overlapping.</p> <p>Experiment with mono-printing; lay objects onto a printing palette to take a print.</p> <p>Make own relief printing blocks using insulation tape on a card base and polystyrene tiles.</p>	<p>Combine prints taken from different objects to produce an end piece.</p> <p>Continue to experiment with pattern, rotation and overlapping and also use a range of colour.</p> <p>Continue to explore mono-printing using motifs and colour.</p> <p>Continue to explore relief printing (including string, insulation and polystyrene tile printing).</p> <p>Print on different types of paper materials.</p>	<p>Continue to experience combining prints taken from different objects to produce an end piece.</p> <p>Continue to explore both mono-printing and relief printing (including string, insulation and polystyrene tile printing).</p> <p>When making own printing blocks add more detail after 1st print and print again with a 2nd colour.</p> <p>Continue to print on different types of paper materials.</p>	<p>Expand experience of printing in 2-3 colours.</p> <p>Print on fabric.</p> <p>Experiment with and show experience in a range of mono print techniques (drawing into ink, placing objects on printing palette, placing motifs).</p>	<p>Demonstrate experience in a range of printmaking techniques.</p> <p>Start to overlay prints with other media.</p> <p>Print on fabric. Use this as a starting point for embroidery.</p>



TEXTILE Progression

Foundation	Y1	Y2	Y3	Y4	Y5	Y6
<p>Use a variety of textiles and fabric.</p> <p>Decorate a piece of fabric.</p> <p>Use simple weaving techniques: paper, twigs.</p> <p>Make a fabric collage: layering fabric.</p> <p>Look and talk about how and what they have made.</p>	<p>Begin to identify different forms of textiles/fabric e.g. felt, velvet, cotton.</p> <p>Colour textiles: printing, fabric crayons.</p> <p>Continue to develop understanding weaving techniques.</p> <p>Use different fabrics and materials in collages.</p> <p>Look and talk about how and what they have made.</p> <p>Artists: Ashley, Fassett, African/ Indian.</p>	<p>Plan and develop simple ideas and making simple informed choices in media.</p> <p>Stitch two pieces of fabric using a running stitch.</p> <p>To be shown how to thread a needle.</p> <p>Continue to gain experience in weaving, both 3D and flat i.e. grass through twigs, carrier bags on a bike wheel.</p> <p>Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Create and use dyes i.e. onion skins, tea, coffee.</p> <p>Evaluate own and others work and identify changes or areas of improvement.</p> <p>Artists: Matisse, textiles from other countries.</p>	<p>Sketch out initial plans, collect and develop ideas.</p> <p>Begin to thread a needle independently.</p> <p>Continue to use a running stitch and introduce a back stitch.</p> <p>Apply decoration using beads, buttons, feathers etc.</p> <p>Introduce tie dying.</p> <p>Explore using resist paste and batik.</p> <p>Show further experience in changing and modifying threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting.</p> <p>Evaluate own and others work and identify changes or areas of improvement.</p> <p>Artists: Adire, batik art, tie dye.</p>	<p>Plan a design and execute it.</p> <p>Introduce embroidery and use a running/back stitch.</p> <p>Apply decoration using needle and thread: buttons, sequins.</p> <p>Gain experience in applying colour by printing, dipping, fabric crayons.</p> <p>Gain confidence with resist paste and batik.</p> <p>Change and modify threads and fabrics as in Y2/3.</p> <p>Evaluate own and others work and identify changes or areas of improvement. Adapt work as and when necessary.</p> <p>Artists: Indian embroiders.</p>	<p>Plan a design and execute it.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Introduce a cross stitch in embroidery.</p> <p>Demonstrate experience in 3D weaving.</p> <p>Produce two colour tie dye.</p> <p>Continue to gain experience in batik- use more than one colour with resist paste.</p> <p>Demonstrate experience in combining techniques to produce an end piece: embroidery over tie dye.</p> <p>Show awareness of the skills involved in aspects such as knitting, lace making.</p> <p>Continue to change and modify threads and fabrics,</p> <p>Evaluate own and others work and identify changes or areas of improvement. Adapt work as and when necessary.</p> <p>Artists: Nigerian tie dye, java batiks.</p>	<p>Design, plan and decorate a fabric piece.</p> <p>Experiment with a variety of techniques.</p> <p>Use a number of different stitches creatively to produce different patterns and textures.</p> <p>Become confident in applying colour with printing and tie dye.</p> <p>Recognise different forms of textiles and express opinions on them.</p> <p>Evaluate own and others work and identify changes or areas of improvement- annotate.</p> <p>Identify artists who have worked in a similar way to their own work. Adapt work as and when necessary.</p> <p>Artists: Have opportunity to explore modern and traditional artists using ICT and other resources.</p>

