



Art Curriculum Progression



Art Concepts



Colour and Tone:

Colour is fundamental to many forms of art. Its relevance, use and function in a given work depend on the medium of that work.

Tone refers to how light or dark a colour is.



Pattern:

A pattern is a design in which lines, shapes, forms or colours are repeated. The part that is repeated is called a motif. Patterns can be regular or irregular.



Shape and form:

The recognition of a 'geometric shape' including squares, triangles, circles and hexagons etc as well as the importance of 'organic' shape within art such as from living things or of more free form.



Line

Line is defined as the path created when an object moves from one point to another. There are many different types of lines, all characterized by the length and width of lines. Lines can be static or dynamic depending on how the artist chooses to use them to determine the motion, direction and energy within a piece of artwork.



Texture:

This can be actual texture in art forms such as collage and sculpture or implied texture through the use of line and colour.



Expression:

The communication of thoughts and feelings either through the creation of or appreciation of art.



Interpretation:

The attribution of meaning to a piece of art work and whether this was the artist's intention

Big Ideas

 <u>Drawing:</u> Drawing in art and design is the process of creating images, forms, or designs on a surface using various tools and techniques, including pencil, pastel, paint, wire or string. Drawing can be both a preparatory activity for other art forms, like painting or sculpture, and an independent, complete work of art.	 <u>Painting</u> Painting in art and design is the practice of applying pigments to a surface to create an image, design, or expression. Paint can be applied using a wide range of brushes, tools and rela life objects as well as mono-printing. Paintings can be representational, depicting real-world subjects, or abstract, focusing on colour, form, and composition without representing specific objects or scenes.	 <u>Sculpture:</u> Sculpture in art and design refers to the three-dimensional form of artistic expression created by shaping or combining materials such as stone, metal, wood, clay, or even modern synthetic materials. Unlike painting or drawing, which exist primarily in two dimensions, sculpture occupies physical space and can be viewed from multiple angles.	 <u>Mixed Media:</u> Mixed media in art and design refers to the practice of combining different materials, techniques, and mediums within a single artwork or design project. This approach allows artists and designers to explore a variety of textures, effects, and ideas, often leading to more dynamic and layered compositions. Mixed media can encompass a broad range of creative practices, such as fine art, collage and digital art
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	 Drawing	 Painting	 Sculpture	 Mixed media
EYFS	Hold a pencil effectively – using the tripod grip in almost all cases. Represent people including all visible body parts. Use drawings to tell stories and express emotions. Draw using pencils, crayons, chalks, felt tips, or by making marks in materials such as sand using fingers or a stick	Use paintbrushes to experiment with colour and form. Produce simple pictures by printing various objects, e.g cut vegetables, cotton reels, string. Explore how colours change when mixed.	Use junk modelling to create simple sculptures and explain what they have made. Explore a range of malleable materials to make 3D forms, e.g. playdough, clay, biscuit dough. Use simple objects to roleplay imaginatively, e.g. a stick used as a wand.	Handle, manipulate and enjoy a range of materials when role playing. Match and sort fabrics for colour/ texture/ length/ size and shape. Create simple collages by independently cutting shapes with scissors and glueing onto paper. Take photos with intent.
Year 1	Explore lines made by a drawing tool by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. Draw lines of varying thickness by exploring different pencil pressure. Draw from observation using pencils, pastel, oil pastel and/or crayons. Begin to show awareness of spatial perception when drawing on paper.	Use powder paints to mix primary colours to create secondary colours. Explore watercolour in an intuitive way to build understanding of the properties of the medium. Paint an abstract composition without a fixed image in mind and respond to your painting by “imagining” an image within. Work back into your painting with paint, pastels or crayons to develop the imaginative imagery.	Fold, tear, crumple and collage paper to transform it from 2d to 3d. Make a freestanding sculpture out of paper, newspaper and/or card that balances. Discuss how a sculpture makes you feel and why.	Create layered collages with painted papers exploring colour, shape and composition. Cut or tear drawings or prints to create a dynamic composition. Use a viewfinder to plan photographs and consider composition.
	Molly Haslund	Paul Klee, Emma Burleigh	Hoang Tien Quyet	Andrea Butler
Year 2	Break down objects into simple shapes during observational drawing. Draw from observation using pencils, pastel, oil pastel and/or crayons and wet mediums such as ink and water colours.	Add white and black to paint to make various tints and tones. Make relief prints using string on card and/or polystyrene tiles.	Replicate patterns and textures in a 3D form Use a variety of materials to transform a familiar object e.g. stick into a sculpture	Use cut-out drawings to create a new artwork, thinking carefully about composition.

	Create abstract drawings using shapes and patterns. Layer drawings using different mediums, e.g. Ink over pencil drawings.	Experiment with gestural mark making using home-made tools, e.g. whisk, sponge, spray bottle.	Use simple tools to fasten materials together e.g. string, wire, split pins Interpret the meaning of abstract sculpture by making links to similar forms and real-life experiences.	Work into the collage with further drawing made in response to the collaged sheet. Explore various tools on the Sketchbook app and discuss the effects of each.
	Rosie James	Xgaoc'o X'are	Chris Kenny	Alice Fox
Year 3	Use sketchbooks to plan, refine and revisit drawings, including child-initiated sketches. Explore the different hardness of pencils (H, B, 2B, 4B, 6B) Begin to explore varying line, tone and texture in drawings in an intuitive way. Consider background, foreground and subject.	Explore the brushstrokes of a range of paintbrush shapes and sizes. Continue to develop colour mixing skills by layering (not mixing) colours straight onto paper or canvas. Explore painting over different surfaces, e.g. cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric. Print over the top of paintings using various objects to develop a composition.	Design a sculpture through drawings in response to a book character Create 3D models from a 2D design. Use newspaper and Modroc to create an intended form. Interpret the meaning of a sculpture by discussing the form, material, colour and texture.	Cut shapes from paper (free hand) and use as elements with which to collage, to make a creative response to an original artwork. Explore positive and negative shapes through collage and/or Sketchbook. Develop an awareness of using layers in Sketchbook to build depth within a composition
	Heather Hansen Laura McKendry	Claire Willberg	Rosie Hurley	Henri Matisse
Year 4	Use crosshatch and blending shading techniques to show light, shadow and depth. Use colour, composition, line and shape to create tessellating patterns. Use a variety of drawing media including charcoal, graphite, wax resist and watercolour to make observational and experimental drawings. To feel able to take creative risks in pursuit of creating drawings with energy and feeling.	Explore the effect of various brushstrokes, such as dotting, splashing, scratching and dry brushing. Make relief prints by carving out the negative space on lino tiles. Use colour intuitively to represent an overall mood in a painting.	Self-select materials to make an experimental 3D structure Create 3D shapes and forms intuitively. Discuss how own sculpture expresses personality.	Tear or cut shapes from painted paper to create a purposeful composition, taking into consideration proportion, light source and shadows Experiment with colours and textures by making an appropriate choice of special effects on Sketchbook. Manipulate and create digital images for a particular purpose.

	Paul Cezanne	16 th century Flemish painting, Nicole Dyer	Marcus Coates	Shaheen Ahmed
Year 5	Use stippling and contouring shading techniques to show light, shadow and depth. Draw over existing media (e.g. maps) to explore how you can make mark making more visually powerful. Research imagery to inspire drawings from imagination and memory. Draw landscapes using a single point perspective. Use line, pattern and texture to represent movement.	Use colour abstractly to express personality. Add texture to paint (such as sand) and explore the effect. Include foreground and background in a painted composition.	Interpret the intention behind a range of set designs. Use texture and colour to create atmosphere in a set design. Create depth in a 3D set design through the use of layers e.g. gauze, boarders, ground row and backdrop.	Create a visual map by cutting or tearing, symbols, shapes and images and arranging them purposefully Design and create a relief collage by raising elements of the composition from a flat, 2D background Create a mood board in response to a literary stimulus Create layered digital images from original ideas and imagery.
	Shoreditch Sketcher, Stephen Wiltshire	Kittie Jones	Grayson Perry, Rae Smith	Saoirse Morgan
Year 6	Explore using negative and positive space to “see” and draw a simple element/object. Use the grid system to scale up an image. Self-select a range of shading techniques previously taught to develop individual style. Continue to develop both abstract and realistic sketches.	Use screen-printing and/or mono-printing over collaged and painted sheets to create a piece of activist art. To use close observation to create different hues and tones to capture 3d form in 2 dimensions. Make independent decisions as to which materials are best to use, which kinds of marks and which methods will best help you explore.	Explore the work of installation artists who use colour, light and form to create immersive environments Develop a vision for a 3D installation by exploring colour in brave new ways Design an immersive installation that explores the emotive relationship between colour, light and form.	Combine collage skills with drawing and print making to create a strong message to the viewer. Select imagery and modify the original intention through juxtaposition. Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools. Explore how we can use layers to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality.
	Noma Bar, Tang Yau Hoong	Sheppard Fairey	Yinka Ilori	Njideka Akunyili Crosby, Luba Lukova

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Term 1/2
Term 3/4
Term 5/6