

# A progression in Art and Design from Reception to Year 7

	EYFS	Key Stage one	Lower Key Stage two	Upper Key Stage two	Key Stage three
<b>Drawing and Sketchbooks</b>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Begin to show accuracy and care when drawing</p>	<p>Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials.</p> <p>Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels.</p> <p>Pupils become familiar with what a sketchbook can be used for.</p> <p>They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch.</p> <p>Pupils become familiar with the idea that they can make drawings through observation.</p> <p>Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials.</p>	<p>Pupils will discover the qualities of charcoal, opening their minds to the mark making possibilities. They will explore how charcoal responds to various complementary materials.</p> <p>Pupils will think about how they can experiment with mark making to create line, shape and tone. Pupils will begin to think about light and dark by being introduced to the term 'Chiaroscuro'.</p> <p>Pupils will be reminded of the beginnings of drawing and use charcoal and their hands to make marks on a page. Pupils will gain experience using new techniques with charcoal such as smudging, erasing, and using fingers as a mark making tools.</p> <p>Pupils will consider tone, composition, texture, and depth.</p> <p>Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout.</p> <p>Pupils will respond to the space that you have, to create either large scale drawings using their whole bodies or by working in pairs using their hands and arms.</p>	<p>Pupils will become familiar with the term 'typography'. They will be introduced to designers who work with type to communicate thoughts and ideas visually. They will work in their sketchbooks to consider what they like and what they might develop further.</p> <p>Pupils will work over maps / newspaper / pre-printed paper to create strong bold drawings that stand out over the background. Pupils will build confidence in their strong mark-making skills.</p> <p>They will respond to the work in class discussion and in their sketchbooks. Pupils will develop ideas from the typography activity in week 2, to build visual text for map making.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>To use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas.</p> <p>To analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work.</p>

<p><b>Surface and Colour</b></p>	<p>Explore colour and colour mixing. Use a range of small tools, including scissors, paintbrushes and cutlery. Choose the right resources to carry out their own plan. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Pupils will explore the work of an artist who uses mono print. Pupils will learn how to create their own monoprints using carbon paper, creating observational drawings of objects. They will demonstrate that they can use oil pastel to experiment with colour, shape and line; taking creative risks to see what can be achieved with this technique.</p> <p>Pupils will continue to discover the potential of carbon paper mono prints whilst exploring narrative or invention. Pupils will discover without working towards a predefined outcome. They will work alongside in sketchbooks to make notes about their discoveries.</p> <p>Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making.</p> <p>Pupils work in large scale to continue their exploration of the marks that can be made with watercolour. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour.</p>	<p>Pupils will visually explore chosen artwork in class using the 'Show Me What You See' technique. During the exercise pupils will consider shape, colour, and composition. They will make choices about the materials that they use, having opportunities to use pastel, crayon, and pens.</p> <p>Pupils will use sugar paper or old paintings to cut out shapes made in response to the original artwork.</p> <p>I can collage with my cut elements, choosing colour, shape, and composition to make my own creative response to the artwork.</p> <p>I can add to my collage using line, colour and shape made by stencils.</p> <p>Pupils will experiment with materials and colours to invent their own unique patterns. They will consider angles and mathematical terms such as "parallel". They will work in sketchbooks, collaborate, and discuss aims and outcomes.</p> <p>Pupils will become familiar with tessellations. They will invent their own shape that fits together repeatedly. Pupils will explore colour theory such as complimentary colours, and cold and warm colour.</p>	<p>Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will work in sketchbooks to explore their own voice and message.</p> <p>Pupils will explore screen printing techniques and make a poster inspired by the art work of Artist Activist Shepard Fairey</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>To use a range of techniques and media, including painting</p>
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<p><b>Working in three dimensions</b></p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills.</p> <p>Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work.</p> <p>Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</p>	<p>Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks.</p> <p>Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests.</p> <p>Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion.</p>	<p>Pupils will be introduced to the role of a set designer working in theatre / animation. They will make quick drawings of sculptures and the things that they see, including thoughts and feelings</p> <p>Pupils will draw, build, and paint. By the end of the 4 weeks, they will have built dramatic set in response to text. They will use sketchbooks throughout to come up with ideas, note thoughts, test materials, and reflect. Pupils will use charcoal to create expressive energetic drawings. They will consider the elements they might use within set design: the backdrop, the flats, the props and how the materials they used, and the way they used them, all help work together to build a sense of place.</p>	<p>To increase their proficiency in the handling of different materials</p>
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<p><b>Artists</b></p>	<p>Share their creations, explaining the process they have used. Talk about what an artist is. Make an observation about colour in a piece of artwork created by an artist. Say what they like and dislike about Henri Matisse's work. Create using inspiration from an artist.</p> <p>Henri Matisse</p>	<p>Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion.</p> <p>They will be introduced to artists or source material which will inspire and inform their idea generation.</p> <p>Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own.</p> <p>Molly Haslund. Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White. Xgaoc'o Xare Paul Klee, Emma Burleigh</p>	<p>Pupils will respond to the work of contemporary artist Laura McKendry and great master Edgar Degas. Pupils will compare the artists and will share their thoughts in peer discussion.</p> <p>Pupils will be introduced to an artist who creates large drawings using her whole body. They will share their thoughts about the work in class discussion.</p> <p>Pupils will explore the idea of 'painting with scissors' taking inspiration from artist Romare Bearden. They will respond to the work through class discussion.</p> <p>Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes.</p> <p>Pupils will explore the work of a surface pattern designer. They will use collage to make their own repeat pattern, thinking about colours and shapes, and the relationship between the components to create a balanced composition.</p> <p>Edgar Degas, Laura McKendry, Heather Hansen Matisse, Claire Willberg Marcus Coates</p>	<p>Pupils will be introduced to artists who create maps. They will discover that maps can reveal things about the artist who made them, provide comments about a culture, place, and time, or be based in imagination.</p> <p>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</p> <p>Pupils will explore the work of the artists Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West who use colour in their work. They will become familiar with how artists might respond in different ways to colour.</p> <p>Pupils will create visual responses to artists' work in their sketchbooks using paper, paint, ink, pastel to respond in their sketchbooks.</p> <p>Louise Fill, Grayson Perry, Paula Scher, Luba Lukova, Faith Ringgold, Shepard Fairey</p>	<p>About the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day</p>
<p><b>Key Vocabulary</b></p>	<p>Self portrait, Similarities, Differences, Resources, Items, Collage, Colour, Split pins, Movement, Cutting, texture, tear, press, arrange,</p>	<p>Mixing, primary and secondary colours, printing, sculpture, collage, sketch, shade, straight lines, wavy lines, technique, features, materials, clay, join, pressure, , smooth, mould, texture.</p>	<p>Chiaroscuro, impressionism, shading, tone, position, perspective, observational, medium, blend, cross hatch, volume, gradient.</p>	<p>typography Scale, proportion, subject, composition, strokes, influence, style, object, expressions, figure, form, montage, tints.</p>	