



## Art and Design - Progressive Curriculum Nursery to Year 6



Skills	Nursery	Reception	Key stage 1	Lower Key stage 2	Upper Key stage 2
<b>Colour</b>	<p>Name primary and secondary colours.</p> <p>Explore colour and colour mixing when creating own art works.</p> <p>Use a range of tools to make coloured marks on paper.</p> <p>Learn the names of different tools that bring colour.</p>	<p>Explore mixing primary colours to make secondary colours.</p> <p>Use colour mixing techniques effectively to make new colours.</p> <p>Match colours they see with what they want to represent.</p> <p>Explain colour choices when creating own art works.</p>	<p>Accurate colour mixing of primary colours to make secondary colours.</p> <p>Find collections of colours.</p> <p>Darken colours without using black.</p> <p>Make as many tones of one colour as possible (using white)</p>	<p>Make a 12 part colour wheel.</p> <p>Use different types of paint brushes to create varied effects.</p> <p>Colour matching – tint, tone and shade.</p> <p>Apply colour using dotting, scratching and splashing.</p>	<p>Select colour to reflect mood.</p> <p>Colour mixing and matching – hue, tint, tone and shade.</p> <p>Use colour to express feelings.</p> <p>Colour mixing and matching – hue, tint, tone and shade.</p>
<b>Texture</b>	<p>Enjoy playing with and using a variety of textiles and fabric.</p> <p>Show experience in simple weaving : paper and twigs.</p> <p>Show experience in fabric collage: layering fabric</p> <p>Use simple language to describe different textures.</p>	<p>Investigate textures by describing, rubbing and copying.</p> <p>Show experience in simple weaving with finer materials.</p> <p>Produce collages using a range of textures.</p>	<p>Produce own weaving using an expanded range of textures to choose from.</p> <p>Investigate collage techniques with a range of textures.</p> <p>Explore overlapping and overlaying to create effects.</p> <p>Use natural materials to consider texture and surface patterns.</p>	<p>Explore adding dyes and inks to fabrics to create different effects.</p> <p>Understand the techniques of tie dying and batik and use in own art making.</p> <p>Compare different fabrics for purposes.</p>	<p>Embellish fabrics to create new effects.</p> <p>Understand how fabrics are made and make own fabrics using a learnt technique.</p> <p>Work collaboratively on a larger scale.</p>
<b>Form / 3D</b>	<p>Enjoy using a variety of malleable media such as clay, salt dough, papier mache.</p> <p>Impress and apply simple decoration to malleable materials.</p> <p>Cut shapes using scissors and other modeling materials.</p> <p>Construct using a variety of recycled, natural and manmade materials.</p>	<p>Experiment in a variety of malleable media such as clay, salt dough, papier mache and modroc.</p> <p>Shape and model materials for a purpose.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</p> <p>Impress and apply simple decoration techniques.</p> <p>Use tools and equipment safely and in the correct way.</p>	<p>Pinch and roll coils and slabs using modelling material with control.</p> <p>Have an awareness of man made and natural forms.</p> <p>Shape and form from direct observation.</p> <p>Awareness of work of some sculptors.</p> <p>Use equipment and media with increasing confidence.</p>	<p>Shape, form and construct malleable and rigid materials.</p> <p>Make a slip to join two pieces of clay.</p> <p>Use pinch, slab and coil techniques.</p> <p>Use recycled, natural and man made materials to create sculptures.</p> <p>Analyse and interpret natural and man made forms of construction.</p> <p>Discuss own work and other sculptors.</p>	<p>Shape, form, model and join own ideas.</p> <p>Show experience in combining pinch, slabbing and coiling to produce pieces.</p> <p>Use techniques to finish work: glaze, paint, polish, decorate.</p> <p>Create forms through observation or imagination.</p> <p>Recognise sculptural forms in the environment: furniture, buildings.</p>



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<b>Printing/ pattern</b>	<p>Make simple rubbings of textures around them.</p> <p>Print with variety of objects and colours.</p> <p>Recognise simple repeated patterns with colour and shape.</p>	<p>Make a wide range of natural and man made rubbings and compare.</p> <p>Print with variety of objects.</p> <p>Print with block colours.</p> <p>Identify and make repeated patterns.</p> <p>Replicate simple symmetry in printing and with objects.</p>	<p>Use printmaking to create a repeated pattern.</p> <p>Explore printing simple pictures with a range of hard and soft materials.</p> <p>Explore simple relief printing i.e. string and card.</p> <p>Use natural and man made patterns as a source of inspiration for own printmaking.</p> <p>Have an awareness of regular and irregular patterns.</p>	<p>Explore impressed printing and mono printing.</p> <p>Colour mixing through overlapping colour prints.</p> <p>Interpret environmental and manmade patterns.</p> <p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Use ICT to create repeated patterns.</p>	<p>Demonstrate experience in a range of printmaking techniques (relief, mono printing, impressed) to design own prints.</p> <p>Design own prints and use in own printmaking.</p> <p>Start to overlay prints and incorporate other media.</p> <p>Explore printing techniques used by various artists and apply in own work.</p> <p>Create patterns for purposes.</p> <p>Create own abstract patterns to reflect personal experiences and expressions.</p>
<b>Art through technology</b>	<p>Use a digital device to take a photograph.</p>	<p>Take photographs with a digital device and comment upon the images created.</p>	<p>Take a self portrait of a photograph.</p> <p>Use a simple computer program to create a picture.</p> <p>Understand how to use zoom to show an object in detail, eg using a view finder to focus on a specific part of an artefact before drawing.</p>	<p>Use printed images taken with a camera and combine with other media.</p> <p>Take a photo from an unusual or thought provoking viewpoint and refer to it in own drawing development.</p>	<p>Compose a photo with thought for textural qualities, light and shade.</p> <p>Explore modern and traditional artists that use ICT.</p> <p>Combine a selection of images using digital technology considering colour, size and rotation.</p>
<b>Responding to artworks</b>	<p>Talk about what they have produced, describing simple techniques and media used.</p> <p>Say what they notice in a range of art works.</p>	<p>Talk in about how they have produced their art work and what media and techniques were used.</p> <p>Talk about and compare different art works.</p> <p>Learn about an artist's technique and replicate in own art works.</p>	<p>Look at and talk about own work and that of other artists and the techniques used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makes and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Explain how a piece of art makes them feel—link to emotions.</p>	<p>Continue to explore the work of a range of artists, craft makes and designers, describing the differences and similarities between different practices and disciplines, 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>Respond to art from other cultures, and periods of time.</p>	<p>Recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</p> <p>Identify artists who have worked in a similar way to their own work.</p>



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<b>Drawing</b>	<p>Use mark making tools to make very simple representational drawings.</p> <p>Use mark making tools with control to add detail to shapes.</p> <p>Use mark making tools to make a range of enclosed shapes.</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>Gives some meanings to marks with a simple narrative.</p>	<p>Give narrative to own drawings.</p> <p>Experiment with different lines and media.</p> <p>Draw familiar landmarks from memory.</p> <p>Draw single or a sequence of images from the imagination to illustrate a story.</p> <p>Make increasingly detailed observational drawings of natural found objects and living things.</p>	<p>Year 1:</p> <p>Experiment with a variety of tools, such as: pencils, crayons, pastels, felt-tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Draw on different surfaces</p> <p>Communicate something about themselves in their drawing.</p> <p>Begin to explore the use of line, shape, pattern and colour.</p> <p>Explore drawing techniques such as: hatching and scribbling.</p> <p>Year 2:</p> <p>Control the types of marks made with a range of media such as: crayons, pastels, felt tips, charcoal, pen, chalk.</p> <p>Draw on different surfaces and experiment with layering media.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and group objects.</p> <p>Experiment with line, shape, pattern and colour.</p> <p>Continue to explore drawing techniques such as hatching, scribbling and blending.</p>	<p>Year 3:</p> <p>Demonstrate control over the types of marks made with a range of media</p> <p>Begin to use their sketchbook to collect and record visual information from different sources</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to develop line, shape, pattern, colour and tone.</p> <p>Use a range of drawing techniques within their work with growing confidence.</p> <p>Year 4:</p> <p>Demonstrate increasing control over the types of marks made with a range of media.</p> <p>Begin to use their sketchbook to inform and influence their artwork Demonstrate experience in different grades of pencil and other implements.</p> <p>Draw for an increasing period of time at their own level.</p> <p>Use different media, with increasing control, to achieve line, shape, pattern, colour and tone.</p> <p>Confidently use a range of drawing techniques within their work.</p>	<p>Year 5:</p> <p>Begin to demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Actively use sketchbook to inform and influence their artwork</p> <p>Draw over a number of sessions working on one piece.</p> <p>Demonstrate a secure understanding of line, shape, pattern, colour, tone and space.</p> <p>Use different techniques for different purposes within their own work.</p> <p>Have opportunities to explore 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 work.</p> <p>Year 6:</p> <p>Sketchbooks demonstrate the artistic style of the user.</p> <p>Draw for a sustained period of time over a number of sessions working on one piece.</p> <p>Work in a sustained and independent way to develop an individual style of drawing.</p> <p>Make artistic choices regarding the use of line, shape, pattern, colour, tone and space</p> <p>Use different techniques for different purposes within their own work, understanding which works best and why.</p> <p>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 work.</p>