



ART CURRICULUM PROGRESSION

Gayton Primary School

	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	Define shapes in objects around them and represent them in line drawings.	Explore mark making, experiment with drawing lines and use 2D shapes to draw	Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.	Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
Painting	Explore the effects of paint.	Develop skill and control when painting. Paint with expression.	Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings.	Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.
Craft, design, materials and techniques	Use a range of materials to construct with. Look at different techniques for joining materials.	Learn a range of materials and techniques such as clay etching, printing and collage.	Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.	Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose.	Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms
Knowing and applying the formal elements- colour	Develop colour mixing techniques to match the colours seen.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify	Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes.	Analyse and describe colour and painting techniques in artists work. Manipulate colour for print.	Select and mix more complex colours to depict thoughts and feelings.	Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.

		colours for purpose.					
Knowing and applying the formal elements- form	Create a sculpture with playdough or clay, noticing how the material can be manipulated.	Learn about form and space through making sculptures and developing language.	Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing.	Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials.	Express and articulate a personal message through sculpture. Analyse and study artists' use of form.
Knowing and applying the formal elements- line	Use line to represent their ideas.	Use, express and experiment with line for purpose, then use appropriate language to describe lines.	Draw lines with increased skill and confidence. Use line for expression when drawing portraits	Express and describe organic and geometric forms through different types of line	Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work	Extend and develop a greater understanding of applying expression when using line	Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
Knowing and applying the formal elements- pattern	Look at patterns around them in the natural world. Create a simple repeating pattern.	Understand patterns in nature, design and make patterns in a range of materials.	Learn a range of techniques to make repeating and non repeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern	Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding.	Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
Knowing and applying the formal	Look at shapes within objects and then represent these	Identify, describe and use shape for purpose.	Compose geometric designs by adapting the	Identify, draw and label shapes within images and objects.	Create geometric compositions using mathematical	Composing original designs by adapting and synthesising the	Fluently sketch key shapes of objects when drawing. Create abstract

elements- shape	shapes in their work.		work of other artists to suit their own ideas	Create and form shapes from 3D materials	shapes. Analyse and describe the use of shape in artist's work.	work of others. Analyse and evaluate artists' use of shape.	compositions using knowledge of other artists' work
Knowing and applying the formal elements- texture	Use different materials to create a collage.	Use materials to create textures	Identify and describe different textures. Select and use appropriate materials to create textures	Analyse and describe texture within artists' work.	Use a range of materials to express complex textures	Develop understanding of texture through practical making activities.	Understand how artists manipulate materials to create texture.
Knowing and applying the formal elements- Tone	Look at different tones of one colour in nature.	Understand what tone is and how to apply this to their own work.	Experiment with pencils to create tone. Use tone to create form when drawing.	Develop skill and control when using tone. Learn and use simple shading rules.	Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.	Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone.	Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
Sketchbooks		To use sketchbooks through teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments.	Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.	Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Creating original artwork	Explore, use and refine a variety of artistic effects to express their	Explore and create ideas for purposes and intentions.	Use artist sources to develop their own original artwork.	Create personal artwork using the artwork of others to stimulate them.	Use literary sources to inspire art. Express thoughts and feelings through	Express thoughts and feelings about familiar products. Design new architectural	Develop personal, imaginative responses to a theme. Produce personal interpretations of

	ideas and feelings.		Gaining inspiration for artwork from the natural world		the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	forms, design and invent new products, link artwork to literary sources. Create and invent for purposes.	cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.
Artists, craftspeople, designers	Study the work of the artists: Yvonne Coomber	Study the work of the artists: Van Gogh	Study the work of the artists	Study the work of the artists	Study the work of the artists	Study the work of the artists	Study the work of the artists
Identify similarities and differences to others' work	Create collaboratively, sharing ideas.	Recognise and describe key features of their own and other's work	Compare other's work, identifying similarities and differences	Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).	Build a more complex vocabulary when discussing your own and others' art.	Develop a greater understanding of vocabulary when discussing their own and others' work.	Use the language of art with greater sophistication when discussing own and others art.
Reflecting	Return to and build on their previous learning, refining their ideas.	Describe what they feel about their work and the art of others	Describe choices and preferences using the language of art.	Reflecting on their own work in order to make improvements.	Use their own and other's opinion of work to identify areas of improvement.	Regularly analysing and reflecting on their intentions and choices	Give reasoned evaluations of their own and others work which takes account of context and intention.