

Wistanstow CE Primary School

Art Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing and Mark-making (pencils, erasers, chalks, pastels, charcoal, inks, ICT software)</b>	<p>Use drawing pencils 2B, HB, 4B</p> <p>Use correct pencil grip for sketching</p> <p>Experiment with how pencils create different lines</p> <p>Begin to control lines to create simple observational drawings (eg toys, trees, flowers) on cartridge paper</p> <p>Work from memory and imagination using charcoal, crayons and pastels</p>	<p>Introduce shading of light and dark</p> <p>Make choices from a range of drawing materials (eg charcoal, pastels, pencils) Give reasons for their choices</p> <p>Know how to fill space and use different sizes of paper</p> <p>Make observational drawing and use pastels and pencil crayons to match colours</p>	<p>In sketchbooks:</p> <p>Develop use of line, tone, form, pattern and texture. Shade objects in light, medium and dark</p> <p>Use drawing as a means of designing</p> <p>Draw a series of studies from different viewpoints, i.e., above, below, front, back, using pencils, charcoal, pens</p>	<p>In sketchbooks:</p> <p>Record drawings from observation, indoors and outdoors, including increased detail and shadow</p> <p>Experiment with different tones using graded pencils</p>	<p>Select from a range of materials to make mixed media studies of topic related artefacts.</p> <p>Arrange objects into a group and create a personal response to their still-life using a variety of media</p> <p>Introduce perspective: fore, back and middle ground</p>	<p>In sketchbooks:</p> <p>Develop detail in observational drawing, colour matching and mark making; develop perspective.</p> <p>Explore 3D form, light and shade using a full range of pencils and erasers to lighten, chalk and charcoal*</p>
<b>Colour and Painting</b>	<p>Compare variations of the same colour using colour charts</p> <p>Mix primary colours to make secondary colours</p> <p>Recognise warm and cold colours</p> <p>Make observational paintings using watercolours and smaller brush</p>	<p>Hold a large paintbrush correctly</p> <p>Consider consistency when applying paint</p> <p>Explore the relationship between mood and colour</p> <p>Be aware of the variety of colours in the environment</p> <p>Make observational drawings and paintings and explore textures</p>	<p>In sketchbooks, create palettes to match images (mix and match colours)</p> <p>Create painting compositions using thick or thin paintbrushes</p> <p>Explore different ways to apply paint e.g., feathers, sticks</p>	<p>In sketchbooks, experiment with watercolour, exploring intensity of colour to develop shades</p> <p>Explore complementary and contrasting colours in creating patterns</p> <p>Begin to experiment with colour to create abstract colour palettes e.g., blue for leaves</p>	<p>In sketchbooks: Mix colours to express mood</p> <p>Create images with lots of tone but using only one colour</p> <p>Develop watercolour techniques using fine brush strokes</p>	<p>Explore own and others response to different artists work. Discuss how an artist has influenced their own choices of colour and tone</p>

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<p><b>Sculpture and Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Make regular patterns using natural objects</p> <p>Make simple structures using a range of given materials, including junk material. Investigate how they can be connected</p>	<p>Experiment with making temporary sculptures using natural materials e.g., branches, leaves, stones</p> <p>Explore sculptures by known artists and use these as a starting point for their own work</p>	<p>Develop confidence in using clay, adding detail and texture</p> <p>Investigate ways of joining clay (scratch and slip)</p> <p>Look at historical/cultural on pottery and sculpture. Make a personal response to this</p>	<p>Use pipe cleaners/wire to create sculptures</p> <p>Manipulate wire by twisting, bending and wrapping</p> <p>Use objects around us to create sculptures</p>	<p>Build upon wire to create forms that can be padded out</p>	<p>Design and create sculptures, both small and large scale</p> <p>Understand the properties of clay and techniques used to create 3D effects</p>
<p><b>Pattern, Printing and Textiles</b> (found materials, rubbings, stencils, sponges, fruit and vegetables, wood blocks, press print, lino print, string, wax)</p>	<p>Show awareness of surface by taking rubbing from different surfaces</p> <p>Create different effects by tearing, cutting and layering</p>	<p>Look and discuss patterns, symmetry, and irregularity</p> <p>Begin to use press print; make observational drawings to develop a design; make experimental marks into a polystyrene tile</p> <p>Use print making as a means of drawing</p>	<p>Study and discuss primitive animal and human images. Look at colour and techniques used</p> <p>Make own stylised paintings on natural surfaces such as wood and stone</p> <p>Make own block prints from cardboard, wood, string etc</p>	<p>Roman artefacts: study typical patterns. Design own Roman pattern to make into a block print and print onto fabric or colour washed backgrounds</p>	<p>Make designs that are more elaborate and use different colours</p> <p>Look at patterns for purposes e.g., clothes, puppets</p> <p>Analyse natural and manmade shape and pattern</p>	<p>Choose appropriate tools, materials and methods for working</p> <p>Make designs more elaborate and use different colours</p> <p>Build up layers of colour in a background before printing</p>
<p><b>Artists, Sculptors and Designers</b></p>						

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<p><b>Vocabulary</b></p>	<p>Drawing: Line, texture, shape, shades</p> <p>Descriptive vocabulary using senses: Hard, soft, rough, smooth, cold, warm, happy, sad</p>	<p>Link colour to items e.g., raspberry, lime, orange</p> <p>Arrange, 3D, colour, camouflage, tone, layer, contrast</p> <p>Organisational: repeat, overlap, symmetry, regular, irregular</p>	<p>Dark and light colours, hot and cold, lines, shades, blends, contrast</p> <p>Observation: Sculpting, modelling, hanging, pottery, relief, texture, construction, engraving, kiln</p>	<p>Join, craft</p> <p>Complementary colours, contrasting colours</p> <p>Portrait, landscape, sculpting, modelling, wearing, pottery, relief, texture, construction, engraving, kiln</p>	<p>Two-dimension, three-dimension, movement, focal point</p> <p>Modify, adapt, proportion</p> <p>Block printing</p>	<p>Refine, adapt</p> <p>Explain, justify</p> <p>Composition, scale, proportion, hue, tint, mood, interpret</p>
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