



Franche Community Primary School: Curriculum progression in Art

	EYFS (40-60 months- ELG) Nursery: Matisse Reception: Kandinsky	Years 1 and 2 Year 1: Klee Year 2: Monet	Years 3 and 4 Year 3: Van Gogh Year 4: Lowri	Years 5 and 6 Year 5: Picasso Year 6: Dali
Developing Ideas	<ul style="list-style-type: none"> Explore colours and learn how colours can be changed. (EAD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD) Chooses particular colours for a particular purpose. (EAD) 	<ul style="list-style-type: none"> Respond to ideas and starting points. Explore ideas and collect visual information. Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> Develop ideas through starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways Comment on artworks using visual language 	<ul style="list-style-type: none"> Develop and imaginatively extend ideas from starting points throughout the curriculum. Collect information, sketches and resources and present ideas imaginatively in a sketch book. Use the qualities of materials to enhance ideas. Spot the potential in unexpected results as work progresses. Comment on artworks with a fluent grasp of visual language.
Painting	<ul style="list-style-type: none"> Explore what happens when we mix colours. (EAD) 	<ul style="list-style-type: none"> Use thick and thin brushes. Mix primary colours to make secondary colours. Add white to colours to make tints and black to colours to make tones. Create colour wheels. 	<ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Use watercolour paint to produce washes for backgrounds and then add detail. Experiment with creating mood with colour. 	<ul style="list-style-type: none"> Sketch lightly before painting to combine line and colour. Create a colour palette based upon colours observed in the natural and built world. Use the qualities of watercolour and acrylic paints to create visually interesting pieces. Combine colours, tones and tints to enhance the mood of a piece. Use brush techniques and the qualities of paint to produce texture. Develop a personal style of painting, drawing upon ideas from other artists.
Collage	<ul style="list-style-type: none"> Understand that different media can be combined to create new effects. (EAD) Experiment to create different textures. (EAD) 	<ul style="list-style-type: none"> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. 	<ul style="list-style-type: none"> Select and arrange materials for a striking effect. Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. 	<ul style="list-style-type: none"> Mix textures (rough and smooth, plain and patterned) Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.

	EYFS (40-60 months- ELG)	Years 1 and 2	Years 3 and 4	Years 5 and 6
Sculpture	<ul style="list-style-type: none"> Realise that tools can be used for a purpose. (EAD) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD) 	<ul style="list-style-type: none"> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card and clay as materials. Use techniques such as rolling, cutting, moulding and carving. 	<ul style="list-style-type: none"> Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) Include texture that conveys feeling, expression or movement. Use clay and other mouldable materials. Add materials to provide interesting detail. 	<ul style="list-style-type: none"> Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities. Use frameworks (such as wire or moulds) to provide stability and form.
Drawing	<ul style="list-style-type: none"> Understand that lines can be used to enclose a space, beginning to use these shapes to represent objects. (EAD) Create simple representations of people, animals and objects. (EAD) 	<ul style="list-style-type: none"> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils. 	<ul style="list-style-type: none"> Use different hardnesses of pencils to show line, tone and texture. Annotate sketches to explain and elaborate ideas. Sketch lightly (no need to use a rubber to correct mistakes) Use shading to show light and shadow. Use hatching and cross hatching to show tone and texture. 	<ul style="list-style-type: none"> Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic) Use lines to represent movements.
Printing	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, texture, design, form and function. (EAD) 	<ul style="list-style-type: none"> Use repeating or overlapping shapes. Mimic print from the environments (e.g. wallpapers). Use objects to create prints (e.g. fruits. Vegetables or sponges). Press, roll, rub and stamp to make prints. 	<ul style="list-style-type: none"> Use layers of two or more colours. Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block) Make precise repeating patterns. 	<ul style="list-style-type: none"> Build up layers of colours Create accurate patterns, showing fine detail. Use a range of visual elements to reflect the purpose of the work.
Textiles	<ul style="list-style-type: none"> Begin to be interested in and describe the texture of things. (EAD) 	<ul style="list-style-type: none"> Use weaving to create a pattern. Join materials using glue and or a stitch. Use plaiting. Uses dip dye techniques. 	<ul style="list-style-type: none"> Shape and stitch materials Use basic cross stitch and back stitch. Colour fabric. Create weavings. Quilt, pad and gather fabric. 	<ul style="list-style-type: none"> Show precision in techniques. Choose from a range of stitching techniques. Combine previously learned techniques to create pieces.

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Digital Media	<ul style="list-style-type: none"> Interact with age-appropriate (art) computer software. (TW) Select and use technology for particular purposes. (TW) 	<ul style="list-style-type: none"> Use a wide range of tools to create different textures, lines, tones, colours and shapes. 	<ul style="list-style-type: none"> Create images, video and sound recordings and explain why they are created. 	<ul style="list-style-type: none"> Enhance digital media by editing including sound, video, animation, still images and installations.
Take inspiration from the greats (classic and modern)	<ul style="list-style-type: none"> Respond to artwork; represent own ideas, thoughts and feelings through art. (EAD) 	<ul style="list-style-type: none"> Describe the work of notable artists, artisans and designers. Use some of the ideas of artists studied to create pieces. 	<ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> Give details (including own sketches) about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists. Create original pieces that show a range of influences and styles.