



Riversdale Primary School

ART AND DESIGN PROGRESSION

DISCIPLINARY CONCEPTS						
Exploring & Developing Ideas	Responding to Art	Drawing	Painting	Sculpture	Printing	Collage

GENERAL OVERVIEW EYFS	
<u>Nursery:</u> <u>Physical Development:</u> - Use large muscle movements to wave flags and streamers, paint and make marks. - Choose the right resources to carry out their own plan. - Use one-handed tools and equipment, for example making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. <u>Expressive Arts & Design:</u> - 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 explore them. - Join different materials and explore different textures - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings like happiness, sadness, fear etc. - Explore colour and colour mixing.	<u>Reception:</u> <u>Physical Development:</u> - Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or on the carpet. - Develop overall body-strength, balance, coordination, and agility. <u>Expressive Arts & Design:</u> - Explore, use, refine a variety of artistic effects to express their ideas and feelings. - Return to and build on their previous learning, refining ideas and developing their ability to represent them. - Create collaboratively, sharing ideas, resources and skills. <u>ELG Fine Motor Skills:</u> - Hold pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases, - Use a range of small tools including scissors, paintbrushes, and cutlery. - Begin to show accuracy and care when drawing. <u>ELG Creating with Materials:</u> - Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function - Share their creations, explain the process they have used.

GENERAL OVERVIEW KS1 & 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Drawing	Painting <i>Lynette Yiadom-Boakye</i>	Collage <i>Megan Coyle</i>	Drawing <i>Wassily Kandinsky</i>	Painting <i>Georgia O'Keeffe</i>	Sculpture <i>Andy Goldsworthy</i>
Year 2	Drawing	Painting <i>Andy Warhol</i>	Sculpture <i>Barbara Hepworth</i>	Drawing <i>Pablo Picasso</i>	Painting <i>Henri Matisse</i>	Printing <i>Sonia Boyce</i>
Year 3	Drawing	Painting <i>Frank Bowling</i>	Collage <i>Antoni Gaudi</i>	Drawing <i>Jean-Louis Sauvat</i>	Painting <i>Claude Monet</i>	Sculpture <i>Alexander Calder</i>
Year 4	Drawing	Painting <i>Vincent Van Gogh</i>	Sculpture <i>Edna Manley</i>	Drawing <i>Ian Murphy</i>	Painting <i>Jean-Michel Basquiat</i>	Printing <i>Karen Lederer</i>
Year 5	Drawing	Painting <i>Ibrahim El-Salahi</i>	Collage <i>Elizabeth St Hilaire</i>	Drawing <i>John Tenniel</i>	Painting <i>Georges Seurat</i>	Sculpture <i>Ron Nagle</i>
Year 6	Drawing	Painting <i>Frida Kahlo</i>	Sculpture <i>Betty Woodman</i>	Drawing <i>Stephen Wiltshire</i>	Painting <i>Yayoi Kusama</i>	Printing <i>Delita Martin</i>

Pupils will experiment with and apply a range of art and design skills throughout the year (outlined in the ***Progression of Disciplinary Knowledge & Skills*** below).

In the first half term of each year, pupils will build on their prior learning to hone their drawing-specific skills, as this forms the basis for all experimentation and design across each of the art disciplines. As such, they will not explore this through the lens of a specific artist.

From Autumn 2 onward, pupils will build on prior learning to explore a range of art and design disciplines, utilising the work of varying artists/designer as a vehicle for exploration. The artists/designers identified above have been selected to ensure a diverse range of media, artistic movements, and cultures, as well as being excellent models for specific knowledge, skills and concepts that the children will learn. Whilst the pupils will be inspired by the work of artists/designers, the aim is for them to create their own works of art, in which they apply the knowledge and skills that they have developed, both within a specific unit of learning and over time.

PROGRESSION OF DISCIPLINARY KNOWLEDGE & SKILLS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring & Developing Ideas*	<u>Nursery Expressive Arts & Design:</u> 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 explore them. <u>Reception Expressive Arts & Design:</u> Explore, use, refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Start to record simple media explorations in a sketch book. Begin to build information on colour theory.	Use a sketchbook to record media experimentations including textures and patterns to inform own work. Use a sketchbook to plan and develop simple ideas based on experimentation. Continue to build information around colour theory.	Continue to use a sketchbook to record media experimentations to demonstrate development of skill over time. Use a sketch book to express feelings about a piece of art. Make notes in a sketch book about techniques used by artists studied.	Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through annotation. Use a sketchbook to make notes on how they would adapt and improve their work.	Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Use a sketchbook to make notes on how they can adapt and improve their work, throughout the creative process. Start to develop own style based on learning around artists and techniques, including mixed media.	Use a sketchbook to collect and record visual information from different sources as well as experimentations/ planning/trying out ideas for future works. Express thoughts and feelings about their own work and that of others through clear and well explained annotations Make notes to indicate their intentions/purpose of a piece of work. Use a sketchbook to explain how they can adapt and improve their work, throughout the creative process based on their intentions. Develop own style based on learning around artists and techniques, including mixed media.
Responding to Art*	Talk about what art is.	Talk about own work, explaining	Talk about how a piece of art makes them feel.	Explain how a piece of art makes them	Discuss and review own and others work, expressing	Discuss and review own and others work, expressing	Discuss and review own and others work, with clear

	Explain what an artist does. Recognise own work as a piece of art. <u>Reception Expressive Arts & Design:</u> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. <u>ELG Creating with Materials:</u> Share their creations, explain the process they have used.	simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities.	Talk about own work, explaining the process they have used and begin to identify likes and dislikes. Look at and talk about the other artists expressing their likes and dislikes with increasing detail. Explore the work of a range of artists, and designers, describing the differences and similarities and begin to make simple links to their own work.	feel with increasing clarity. Discuss own work and that of others, explaining the process they have used, identifying thoughts and feelings which are supported by their knowledge of artists and techniques. Explore the work of a range of artists, and designers, making comparisons between different practices and disciplines, and making simple links to their own work.	thoughts and feelings, supported by their views with their knowledge or artists and techniques. Reflect and explain the successes and challenges in a piece of art they have created. Identify changes they might make or how their work could be developed further. Explore a wider range of great artists and designers, making detailed comparisons with clear links to their own work.	thoughts and feelings with clear explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Explore a wide range of great artists and designers, identifying those that have worked in a similar way to their own work. Recognise the art of key artists and begin to place them in key movements or historical events.	explanations that are supported by their knowledge or artists and techniques. Reflect on own work identifying modifications that can be made, in relation to styles and approaches to develop this further. Identify artists who have worked in a similar way to their own work and explain the intended impact on the viewer. Recognise the art of key artists and continue to place them in key movements or historical events.
Drawing	<u>Nursery Expressive Arts and Design:</u> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as	Explore a range of drawing implements, e.g. pencils, crayons, pastels, charcoal, chalks, to make marks. Name and draw a range of lines, shapes and marks from observation.	Experiment with a range of drawing implements on different surfaces. Investigate tone by drawing light/dark lines using a pencil. Investigate tone through the	Begin to draw objects with accuracy. Experiment with different grades of pencil to create different lines and marks. Experiment with ways in which surface detail can be	Draw for a sustained period of time. Explore drawing more complex shapes and forms, e.g. cylinders, cones, pyramids and spheres. Begin to show that objects have a	Work in a sustained and independent way to create a detailed drawing. Apply different techniques learnt for different purposes. Begin to develop an awareness of scale and proportion.	Select appropriate media and learned techniques to achieve a desired outcome. Work in a sustained and independent way to create a detailed drawing over a number of sessions.

	representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. <u>Nursery Physical Development:</u> Use large muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. Use a comfortable grip with good control when holding pens and pencils. <u>Reception Physical Development:</u> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.	Produce a range of patterns using different lines, shapes and marks. Begin to show control of the lines, shapes and marks made. Draw from imagination. Draw on different surfaces.	use of different grades of pencils, e.g. HB, 2B, 4B. Experiment with different line weights (thick and thin). Demonstrate control over the types of marks made with a range of media when drawing from observation. Begin to explore texture through copying different strokes, e.g. dots, dashes and squiggles.	added to drawings through texture and pattern. Discuss the importance of shadow, light and dark. Explore smooth shading and blending with different media to achieve a range of light and dark tones. Begin to explore how artists draw foregrounds and backgrounds for perspective.	third dimension, e.g. through two-point perspective. Experiment with more complex compositions including middle ground, horizon line, focal points and movement. Use different grades of pencils and other drawing implements to achieve variation in tone. Experiment with different shading techniques including hatching and cross hatching, stippling, scribbling and circling. Create accurate drawings from observation, including photographs.	Develop perspective in their drawing through one-point or two-point perspective. Confidently compose drawings building on prior knowledge. Work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders. Explore the combination of different art media in their artwork.	Work from a variety of sources including observation, photographs and digital images. Continue to explore the combination of different art media in their artwork, developing their own personal style. Adapt drawings over time, based on self and peer assessment giving clear reasons behind decisions.
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	Use their core muscle strength to achieve a good posture when sitting at a table or on the carpet. <u>ELG Fine Motor Skills:</u> Hold pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. <u>ELG Creating with Materials:</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function.						
Painting	<u>Nursery Expressive Arts & Design:</u> Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore colour and colour mixing.	Name the primary colours and identify them on a colour wheel. Mix primary colours to make secondary colours and place them on a colour wheel.	Mix primary colours to make brown. Mix a range of secondary colours to make tertiary colours, placing them on a colour wheel.	Know that pure colour/pigment is a hue. Make tints of a colour by adding white. Experiment with varying degrees of	Make tones of a colour by adding grey. Experiment with varying degrees of grey to make different tones. Investigate how artists use warm and	Discuss how their colour selection has an impact on the mood within their artwork, using appropriate colour theory vocabulary. Mix colours, shades, tones and tints with	Select and mix specific colours and colour combinations making clear how these link to their artwork's intent. Purposefully select specific brush strokes for different purposes and

	Choose the right resources to carry out their own plan. Show different emotions in their drawings and paintings like happiness, sadness, fear etc. <u>ELG Fine Motor Skills:</u> Use a range of small tools including scissors, paintbrushes, and cutlery. <u>ELG Creating with Materials:</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function. <u>Reception Colour Theory:</u> Name the primary colours (red, blue, yellow). Identify favourite colours and what they might be used for (e.g. light blue for the sky).	Describe collections of colours and their uses. Experiment with painting with different brush sizes and types.	Explain what the colour wheel is and what it shows. Explain the term complimentary colours and how these might be used together. Discuss why they have selected specific colours for their work. Begin to select an appropriate brush to produce desired marks, e.g. small brush for small marks.	white to make different tints. Make shades of a colour by adding black. Experiment with varying degrees of black to make different shades. Explain the term analogous colours and how these might be used together. Experiment with different types of paint including, watercolours, for different purposes and effects, e.g. washes. Demonstrate control of simple brush strokes to create certain effects. Begin to explore how artists paint foregrounds and backgrounds for perspective.	cool colours and how this has an impact on mood within a painting. Experiment with applying paint using a range of brush strokes, e.g. hatching, cross-hatching, stippling, scumbling and/or sgraffito. Begin to experiment with layering and texturing paint. Experiment with more complex compositions including middle ground, horizon line, focal points and movement.	confidence, building on prior knowledge. Confidently select specific brush strokes for different purposes and control the types of marks made (e.g. pointillism). Refine brush techniques of layering and texturing. Confidently compose paintings building on prior knowledge. Explore the combination of different art media in their artwork.	control the types of marks made, layering paint over time to add depth and texture. Experiment with advanced composition techniques such as the rule of thirds and/or the golden ratio. Experiment with non-traditional compositions and perspectives. Continue to explore the combination of different art media in their artwork, developing their own personal style.
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Sculpture	<u>Nursery Expressive Arts & Design:</u> Join different materials and explore different textures. Choose the right resources to carry out their own plan. <u>ELG Creating with Materials:</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function.	Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells. Explore sculpture with a range of household materials e.g. plastic, paper, card, fabrics. Experiment with constructing and joining recycled, natural and manmade materials.	Manipulate malleable materials to make simple 3D forms by rolling, kneading and shaping. Experiment with simple joins. Use some decorative techniques such as adding lines and shapes to clay work.	Plan, design and make models from observation or imagination. Manipulate clay through carving, rolling, pinching, cutting and coiling. Join clay, constructing a simple tile base and then layering shapes onto it to create 3D form. Explore ways of creating surface patterns and textures.	Plan, design and make models using the work of other artists as inspiration. Manipulate materials to make an armature, providing structure and support for a 3D form, e.g. human figure. Use covering materials such as Modroc or modelling clay to cover an armature. Use surface patterns and texture to add visual interest.	Develop slab technique using slip and scoring to join pieces together. Use folding, bending or carving to shape and manipulate clay to achieve the desired form and design. Use smoothing techniques to create desired finish before painting. Add final finishes to models using paint/glazing techniques.	Make a coil pot by rolling clay into coils of consistent thickness and layering these. Blend seams together to create a seamless surface/ the desired finish. Confidently use joining techniques to add detail to a coil pot, e.g. handles. Add final finishes to models using paint/glazing techniques.
Printing	<u>Nursery Physical Development:</u> Choose the right resources to carry out their own plan. <u>ELG Creating with Materials:</u> Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function.		Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges. Take rubbings to understand and inform their own textured prints and patterns. Mono-print using the subtractive and/or additive methods, controlling line and tone by using tools and/or pressure.		Work in greater detail through relief printing - making printing blocks. Explore lines, marks, shapes, and tones through the impression method on polystyrene tiles. Print with two colour overlays. Experiment with overprinting motifs and colour. Design a complex pattern made up from two or more		Create designs for prints by simplifying initial drawings/ sketches. Extend printing methods such as using Collagraph (on card/lino). Through printing, show increasing use of tools to control line, shape, texture, and tone. Colour mix through printing, create prints with at least three colour overlays.

			Create repeating patterns. Create simple relief printing blocks e.g., with string and card. Make simple monochrome prints.		motifs and print a tiled version.		Use printing techniques as part of a multi-media project.
Collage	<u>Nursery Expressive Arts & Design:</u> Join different materials and explore different textures. <u>Nursery Physical Development:</u> Use one-handed tools and equipment, for example making snips in paper with scissors. Choose the right resources to carry out their own plan. <u>ELG Fine Motor Skills:</u> Use a range of small tools including scissors, paintbrushes, and cutlery. <u>ELG Creating with Materials:</u>	Create images from a variety of media e.g., magazines, fabric, crepe paper. Arrange and glue materials to different backgrounds. Sort and group materials by properties e.g., colour and textures. Collect, sort, name, and match colours appropriate for an image. Create and arrange shapes appropriately. Select and use textured paper for an image. Cut, fold, crumple, tear and overlap papers and other materials.		Develop skills of overlapping and overlaying to place objects in front or behind in a collage. Experiment with techniques to make mosaics. Experiment with creating mood, feeling, movement and areas of interest using different media. Use collage as a means of collecting ideas and information and building a visual vocabulary.		Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects. Embellish a surface using a variety of techniques, including drawing, painting, and printing. Select and use found materials with art media and adhesives to assemble and represent an image or stimulus.	

	Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function.						
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*These disciplinary strands will be covered throughout the year alongside other specific strands.