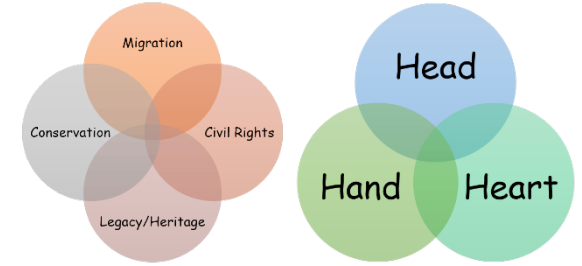


Riversdale Primary School

Art & Design Progression



Disciplinary Concepts

Exploring & Developing Ideas	Drawing	Painting	Collage	Textiles	Printing	Sculpture	Responding to Art
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Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function. Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.					
Year 1	We Are All Special Drawing	The Toy Factory Painting	Houses, Palaces & Castles Drawing & Collage	Transport for London Sculpture	Where in the World? Printing	Whatever the Weather Painting
Year 2	The Earth: Our Home Drawing	Florence, Mary & Edith Painting	Remember, Remember: The Gunpowder Plot Drawing & Collage	The Great Fire of London Sculpture	The Earth: A Home for All Printing	Oh, I Do Like to be Beside the Seaside Painting
Year 3	Great Builders: The Stone Age to the Iron Age Drawing	May the Forces be With You: Part 1 Painting	The Romans (General) Drawing & Collage	The Romans (Legacy) Sculpture	Island Views Printing	HMT Empire Windrush Painting
Year 4	Great Builders: The Ancient Egyptians Drawing	Great Builders: The Ancient Egyptians Sculpture	The Tudors Drawing & Collage	The Anglo-Saxon Settlements Painting	Raging Rivers & Mountains Printing	Respect for the Rainforests Painting
Year 5	Above & Beyond Drawing	May the Forces be With You: Part 2 Sculpture	Workhouses & Chimneys Drawing & Collage	The Anglo-Saxons Vs the Vikings Painting	The Kingdom of Benin Printing	Extreme Experiences Painting
Year 6	Great Builders: The Ancient Greeks (General) Drawing	Great Builders: The Ancient Greeks (Legacy) Sculpture	Wandsworth's War (General) Drawing & Collage	Wandsworth's War (Legacy) Painting	Land of the Rising Sun (Physical) Printing	Land of the Rising Sun (Human) Painting

Progression of Disciplinary Knowledge & Skills

	EYFS	KS1	LKS2	UKS2
Exploring & Developing Ideas*	Use what they have learnt about media and materials in original ways, thinking about uses and purposes. Represent their own ideas, thoughts and feelings through design and	Start to record simple media explorations in a sketch book. Use a sketchbook to show the progression of their work.	Use a sketchbook to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.

	<p>technology, art, music, dance, role play and stories.</p>	<p>Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work.</p>	<p>Use a sketchbook to adapt and improve original ideas.</p> <p>Use a sketch book to express feelings about a subject.</p> <p>Make notes in a sketch book about techniques used by artists.</p> <p>Express likes and dislikes through annotations.</p> <p>Make notes to indicate their intentions/purpose of a piece of work.</p>	<p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Adapt work as and when necessary and explain why.</p> <p>Keep notes which consider how a piece of work may be developed further.</p> <p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Develop their own style using tonal contrast and mixed media.</p>
Drawing*	<p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks.</p> <p>Begin to demonstrate control over the types of marks made with a range of media.</p> <p>Name, match and draw lines and marks from observation.</p> <p>Draw on different surfaces with a range of media.</p> <p>Working from memory and imagination, use line to create patterns and represent objects seen, remembered, or imagined working spontaneously and expressively.</p> <p>Observe and draw shapes, lines/marks from observation.</p> <p>Make large- and small-scale observational drawings.</p> <p>Look at objects from different angles.</p>	<p>Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil.</p> <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Experiment with different grades of pencil to create lines and marks.</p> <p>Experiment with different grades of pencils to draw different forms and shapes.</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white.</p> <p>Apply simple use of pattern and texture in a drawing.</p> <p>Draw objects from different viewpoints: above, below, front, back.</p> <p>Plan, refine and alter their drawings as necessary.</p>	<p>Work in a sustained and independent way to create a detailed drawing.</p> <p>Develop a key element of their work: line, tone, pattern, texture.</p> <p>Use different techniques for different purposes i.e., shading, hatching within their own work.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Develop 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 drawings, including in their drawings of landscapes e.g., foreground, middle ground, and background</p> <p>Use drawing techniques to work from a variety of sources including</p>

		<p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</p> <p>Understand tone through the use of different grades of pencils (HB, 2B, 4B).</p>	<p>Begin to show in their drawings that objects have a third dimension.</p> <p>Use different grades of pencils and other drawing implements to achieve variation in tone.</p> <p>Apply tone to a drawing in a simple way.</p> <p>Experiment with different shading techniques of hatching and cross hatching.</p>	<p>observation, photographs, and digital images.</p> <p>Develop close observation skills using a variety of view finders.</p> <p>Work from a range of sources including observation and photographs.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures, and shapes.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>
Painting	<p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form, and function.</p>	<p>Experiment with painting with different brush sizes and types.</p> <p>Begin to select and use a brush to produce marks appropriate to work e.g., small brush for small marks.</p> <p>Name the primary colours and identify them on a colour wheel and in other forms e.g., environment, magazines.</p> <p>Mix primary colours to make secondary colours, predicting resulting colours and adding them to the colour wheel.</p> <p>Know how to mix primary colours to make brown.</p> <p>Find collections of colours.</p> <p>Explore lightening and darkening paint without the use of black or white.</p> <p>Explore adding white to a colour to make tints.</p>	<p>Experiment with different effects and textures e.g., blocking in colour, washes, thickened paint creating textural effects.</p> <p>Create different effects and textures with paint according to what they need for a task.</p> <p>Experiment with applying colour in different ways e.g., dotting, stippling, scratching, splashing.</p> <p>Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Build on understanding of the colour wheel, storing information through investigation on a colour spectrum.</p> <p>Explore complementary colours – colours opposite each other on the colour wheel.</p>	<p>Confidently control types of marks made and experiment with different effects and textures.</p> <p>Choose the type of paint and tools to use for a particular purpose e.g., watercolour for design work, washes, thick paint.</p> <p>Mix colour, shades, tints, and tones with confidence and to achieve an intended effect.</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Use a range of effects to convey mood/feeling in their work.</p> <p>Start to develop a painting from a drawing.</p> <p>Use watercolour paints and small brushes to develop detail.</p> <p>Compose using fore, middle and background.</p>

		<p>Explore adding black to a colour to make shades.</p> <p>Mix and match colours to artefacts, objects, given colours.</p> <p>Experiment with different types of paint – powder, ready mix.</p> <p>Create textured paint by adding sand, plaster etc, for an intended purpose.</p> <p>Paint on different surfaces with a range of media.</p> <p>Begin to control the types of marks made with a range of painting techniques e.g., layering, adding texture.</p> <p>Work on different scales.</p>	<p>Experiment with creating tones – adding grey to a colour.</p> <p>Work on different scales, selecting suitable brush size and type.</p> <p>Introduce watercolour paints to create wash backgrounds.</p> <p>Experiment with different types of paint and making own paint.</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades.</p> <p>Look at how artists paint foregrounds and backgrounds for perspective.</p> <p>Work with increasing detail, using appropriate brushes.</p> <p>Work with a range of paints: poster, acrylic and watercolour and investigate effect.</p>	<p>Create images with lots of tone but using only one colour – monochrome.</p> <p>Work with sustained independence and confidence to develop their own style of painting.</p> <p>Use painting techniques as part of a mixed media at project.</p> <p>Explore how artists have used colour, texture, and movement to express emotions e.g., in self-portraits.</p>
<p>Collage</p>	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Create images from a variety of media e.g., magazines, fabric, crepe paper.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials by properties e.g., colour and textures.</p> <p>Collect, sort, name, and match colours appropriate for an image.</p> <p>Create and arrange shapes appropriately.</p> <p>Select and use textured paper for an image.</p>	<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage.</p> <p>Experiment with techniques to make mosaics.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using different media.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects.</p> <p>Embellish a surface using a variety of techniques, including drawing, painting, and printing.</p> <p>Select and use found materials with art media and adhesives to assemble and represent an image or stimulus.</p>

		<p>Cut, fold, crumple, tear and overlap papers and other materials.</p> <p>Work on different scales.</p>		
Printing	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Print with a range of hard and soft materials e.g., corks, pens, cotton reels, sponges.</p> <p>Take rubbings to understand and inform their own textured prints and patterns.</p> <p>Mono-print by marking into ink or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure.</p> <p>Create repeating patterns.</p> <p>Create simple relief printing blocks e.g., with string and card.</p> <p>Make simple monochrome prints.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Work in greater detail when relief printing - making printing blocks.</p> <p>Use two colour overlays when relief printing.</p> <p>Explore lines, marks, shapes, and tones through mono- printing (using polystyrene tiles).</p> <p>Print with two colour overlays.</p> <p>Create repeating patterns.</p> <p>Design a complex pattern made up from two or more motifs and print a tiled version.</p>	<p>Create designs for prints by simplifying initial drawings/sketches.</p> <p>Extend printing methods such as using Collagraph (on card/lino).</p> <p>Through printing, show increasing use of tools to control line, shape, texture, and tone.</p> <p>Colour mix through printing, create prints with at least three colour overlays.</p> <p>Use printing techniques as part of a multi-media project e.g., prints onto dyed fabrics.</p>
Sculpture	<p>Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	<p>Explore sculpture with a range of natural materials e.g., leaves, stones, feathers, shells.</p> <p>Experiment with constructing and joining recycled, natural, and manmade materials.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading, and shaping.</p> <p>Manipulate malleable materials e.g., salt dough, play dough, plasticine, clay for a purpose e.g., create a tile, simple pot, animal.</p> <p>Develop slab techniques - change the surface of a malleable material e.g., adding texture to a tile.</p>	<p>Make 3D models by constructing materials and using papier mâché and paint to add a final finish.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.</p> <p>Manipulate clay using pinch, slab, and coil techniques.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p>	<p>Manipulate materials to make a new 3D form e.g., human figure.</p> <p>Use covering materials such as Modroc or modelling clay to create 3D models.</p> <p>Add final finishes to models using paint/glazing techniques.</p> <p>Use clay to create a coil pot using joining techniques to add detail e.g., handles.</p> <p>Use smoothing techniques to create a desired finish before painting.</p>

<p>Responding to Art*</p>	<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</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 makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Discuss own and other’s work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Begin to explore a range of great artists, architects, and designers in history.</p> <p>Respond to art from other cultures and periods of time.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects, and designers in history.</p> <p>Compare different styles and approaches.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>
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*These disciplinary strands will be covered throughout the year alongside other specific strands.