

# Meldreth Primary Progression in Art & Design

## Drawing – line, pattern and texture & Prior Learning

**EYFS (Development Matters):** Explore, use and 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.

**KS1 (National Curriculum):** Pupils should be taught: ♣ to use a range of materials creatively to design and make products ♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ♣ about 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.

**KS2 (National Curriculum):** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore, investigate and experiment with mark-making using a range of tools and materials.	Explore mark making, experiment with drawing lines and 2D shape.  Use, express and experiment with line for purpose, then use appropriate language to describe.  Draw lines of varying thickness; Use dots and lines to demonstrate pattern and texture Use different materials to draw, for example pastels, chalk, felt tips	Explore drawing techniques:  Begin to apply tone to describe form, develop skill and control with a range of drawing materials. Begin to understand how to represent form when drawing.  Draw lines with increased skill and confidence. Use line for expression when drawing portraits.  Experiment with pencils to create tone, shade and begin to introduce form in drawing.	Develop drawing skills by drawing from direct observation, applying and using geometry and tonal shading when drawing. Use a range of drawing media. Begin to develop their ability to describe 3D form in a range of materials, including drawing. Express and describe. Identify, draw and label shapes within images and objects. Experiment with showing line, tone and texture with different hardness of pencils; Use shading to show light and shadow effects. Use different materials to draw, e.g. pastels, chalk, felt tips; Show an awareness of space when drawing.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. 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. Develop an increasing sophistication when using tone.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Use effective colour palletes. Children will use a range of materials to draw, showing an appropriateness to the task.  Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching; Depict movement and perspective in drawings; Use a variety of tools and select the most appropriate;	Learn and apply new drawing techniques such as negative drawing, chiaroscuro expression, sketching and still life. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists. Fluently sketch key shapes of objects when drawing.

### Misconceptions:

- I can't draw. Everyone can make marks; drawing is making marks. Not everyone can draw with precision and control, but everyone can draw.

### Misconceptions:

- Black and white are colours - Black is absence of colour, and white is all the colours combined, in scientific terms.
- Art has to be "pretty."

# Painting, printing and colour & Prior Learning

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**KS2 (National Curriculum):** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore, investigate and experiment with paint and colour materials and tools to create colours, mixing, shape and form.	Develop skills and control when painting and paint with expression. Remember the primary colours and how to mix them to create secondary colours. Create shades of colour, choose and justify colours for purpose. Understand what tone is and how to apply this to their own creations. Experiment with different brushes (including brushstrokes) and other painting tools. Add white and black to alter tints and shades.	Further improve skill and control when painting. Paint with creativity and expression. Create shades of colour, choose and justify colours for purpose. Mix, apply and refine colour mixing for purpose using wet and dry media. Describe their colour selections.	Increase skill and control when painting. Apply greater expression and creativity to own paintings. Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use of colour such as tints, shades and tone for different purposes. Use varied brush techniques to create shapes, textures, patterns and lines. Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary. Create different textures and effects with paint;	Develop skill and control when painting. Paint with expression and perspective. Analyse and describe different paintings by artists – describe their use of colour, tone, form and shade using different techniques and effects. Use the works of other painters to influence painting style and choices. Explore the effective use of brushstroke thickness.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feeling and emotions through colour and abstract compositions. Study colours used by Impressionist painters. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.	Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work. Mix and apply colours to represent still life objects from observation. Express feeling and emotions through colour and abstract compositions. Study colour palletes used by different painters. Increase awareness of using tone to describe light and shade, contrast, highlight and shadow. Manipulate tone for halo and chiaroscuro techniques.
Explore, investigate and experiment with patterns using different materials and tools.	Understand patterns and prints in nature, design and make patterns and prints using a range of materials.	Explore a range of techniques to make repeating and non - repeating patterns. Identify natural and man-made patterns and prints and be able to create own patterns and prints.	Construct a variety of patterns and prints through different methods and techniques developing further understanding and knowledge.	Create original designs for patterns using geometric repeating shapes. Explore how to manipulate colour for printing.	Construct patterns through various methods and techniques. Further explore how to manipulate colour and layers within printing.	Create photomontages; make repeat patterns using printing techniques, where layers are used. Show work that is themed, using a clear criteria.

**Misconceptions:**

- Painting can only be done with a brush. - You can paint with anything, fingers, sticks, plants, etc. Creativity is key.
- There is one set of primary colours. - In terms of drawing and painting the colours are red, blue and yellow. For printing and pigments, magenta, cyan and yellow are. If you mix an orangey tone red with blue, you will get brown not purple. You need to use a pinker tone of red (magenta) to get a true purple.

**Misconceptions:**

- To make something darker, add black. - Use colour mixing theory to make darker and lighter shades. It may be appropriate to add black to darken sometimes, but generally it will just make black
- Artworks are only paintings. - A rubbish bin can be art, art is everywhere and in everything.

## Collage, Sculpture and 3D art & Prior Learning

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**KS2 (National Curriculum):** Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ♣ about great artists, architects and designers in history.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explore, investigate and experiment creating designs using a range of materials and tools to create shape and space.	Discover, identify, describe and use shape and designs for purpose.  Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card;  Use a variety of techniques, e.g. rolling, cutting, pinching;  Use a variety of shapes, including lines and texture;	Further develop skills within clay. Explore other techniques, including papier mache to build 3d sculptures. Develop texture using different sculpting materials.	Continue to develop visual and graphic designs.  Explore expression through sculpted models.  Discuss and reflect on own ideas and others to make improvements.	Develop ability to describe and model form in 3D graphic designs. Further explore different sculpting materials and how they are suited to the task. Begin to understand how to display and present work.	Create mixed media art using found and reclaimed materials for purpose. Develop ideas through sketches; enhance knowledge, skill and technique using experimental media in Sketchbooks. Design new architectural forms and invent new products for purpose.	Create digital art and 3D sculptural forms. Be able to express and articulate through personal messages, graphics, text and images through their designs. Further explore the design process for demonstrating self expression.
<b>Misconceptions:</b> <ul style="list-style-type: none"><li>Sculptures are only made of clay. - Sculpture is any three-dimensional artwork.</li></ul>			<b>Misconceptions:</b> <ul style="list-style-type: none"><li>Collage can only be paper.- Collage can include any medium, including everyday objects, mud, etc. (Look at the work of Anselm Kiefer for example)</li></ul>			

# Responding to art work and using a sketchbook

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To share ideas and describe their creations.	To use Sketchbooks to record thoughts and ideas and to experiment with own and other's work. Be able to recognise and describe key features and feelings about their work and others	To use Sketchbooks more effectively to compare own and other's work, identifying similarities and differences.	To use Sketchbooks to generate ideas, record thoughts and observations using the artwork of others to help inspire. To increasingly use the formal elements of art language.	To use Sketchbooks for planning, refining and analysing work, record observations and ideas to develop skills and techniques. Build a more complex vocabulary when discussing own and other's art. Use their own and other's opinion of work to identify areas of improvement.	Compose original designs by adapting and synthesising the work of others. Analyse and evaluate artist's use of shape, tone and texture. Regularly reflect on intentions and choices.	Make personal investigations and record observations in Sketchbooks. Give reasoned evaluations of own and other's work, which takes account of context and intention. Use the language of art with greater sophistication when discussing own and other's art
Colour, line, pattern, brushes, crayon, pencil, paper, chalk.	Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, primary and secondary colours, shading, 3D, rubbings, tear, experiment, design, repeat patterns, freeflowing, precise, straight, curved, edge, concentric, silhouette, template, overlay, vessel, slip, clay, detail, modelling, facial features, outline, contours, collage, decorate, proportion, landscape, portrait, texture, pastel, blend, shadow, expression, background.	KS1 Vocabulary + geometry, shade, tint, light and dark, symmetrical, mark making, collage, recycled, montage, mood board, charcoal, scaling, modelling.			Lower KS2 vocabulary + observation, monument, legacy, symmetry, annotate, visualise, scale, collage, contrasting, abstract, self-expression, crop, impressionism.	
<b>Misconceptions:</b> <ul style="list-style-type: none"><li>There are "good" and "bad" artists. - There is no such thing as a good or bad artist. Art is subjective and preferences are based on opinion.</li></ul>			<b>Misconceptions:</b> <ul style="list-style-type: none"><li>Art is made to be admired and seen as beautiful. A lot of art is designed to challenge thinking and share difficult emotions. Some art is beautiful, but some is not.</li></ul>			