



Northway Primary Art and Design Progression of Learning

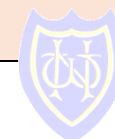


Drawing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> • Build control with marks made • Draw lines from observation and imagination • Observe and draw shapes from observations • Experiment with a range of drawing media • Investigate tone through light and dark lines, patterns and shapes 	<ul style="list-style-type: none"> • Control the types of marks made with the range of media. • Name, match and draw lines/marks from observations. • Invent new lines. • Draw on different surfaces with a range of media. • Observe and draw shapes from observations. • Draw shapes in between objects. • Invent new shapes. • Investigate tone through light and dark lines, patterns and shapes. 	<ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Draw for a sustained period at an appropriate level. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. • Begin to show an awareness of objects having a third dimension. • Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Create textures with a wide range of drawing implements. • Create textures with a wide range of drawing implements. • Apply tone in a drawing in a simple way. 	<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Develop close observation skills using a variety of viewfinders. 	<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Start to develop their own style using tonal contrast and mixed media. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background



Painting and Printing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore colour and colour-mixing • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> • Printing with a range of hard and soft materials • Creating repeating patterns • Creating printing blocks using a relief method • Experimenting with over-printing and motifs • Explore mixing painting 	<ul style="list-style-type: none"> • Use a variety of brushes and tools for painting • Experiment with painting techniques • Identify primary and secondary colours • Mix primary shades and tones • Add white and black to colours to make tones 	<ul style="list-style-type: none"> • Create printing blocks using the collograph printing method • Create repeating patterns with my own printing blocks • Printing with two colour overlays • Know where each of the primary and secondary colours sits on the colour wheel. 	<ul style="list-style-type: none"> • Experiment with different effects and textures e.g washes, blocking, and thickening • Paint on a range of scales • Mix colours effectively using knowledge of primary and secondary colour. • Experiment with creating mood with colour. 	<ul style="list-style-type: none"> • I can design and create a range of printing blocks using different methods • I can create three colour overlays • I can work into prints with other wet and dry media • I can use relief and impressed methods for printing. • Create a colour palette based upon colours observed in the natural or built world. • Show an awareness of how paintings are created i.e. Composition 	<ul style="list-style-type: none"> • Explore and develop mixing and blending techniques • Further develop composition skills including use of proportion • Experiment with wet media to make new marks, lines, patterns and textures • Develop paintings from drawings • Carry out preliminary studies, testing suitable media and materials • Mix and match colours to create atmosphere and light




Collage and Digital Art

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. 	<ul style="list-style-type: none"> • Fold, crumple, rip and cut materials for collage • Create collages on different scales. • Create and arrange shapes appropriately • Arrange and glue materials to different backgrounds. 	<ul style="list-style-type: none"> • Use graphics apps to create images and effects • Experiment with digital brushes • Experiment with shapes in graphics apps 	<ul style="list-style-type: none"> • Experiment with a range of collage technique including tearing, layering and overlapping • Create textures with a wide range of materials • Create images and new textures with collage 	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras and software • Use simple effects and filters through graphics apps • Manipulate images for a purpose 	<ul style="list-style-type: none"> • Develop an awareness of composition e.g. foreground, middle ground, background • Add collage to backgrounds that have been painted or drawn • Use a range of media to create collages • Use a range of colours and textures for a purpose • Work into my collages using dry media. 	<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images • Use graphics packages to create new images and manipulate photographs • I can create a digital image through layering



3D and Textiles

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Join different materials and explore different textures. • Safely use and explore a variety of materials, tools and techniques, 	<ul style="list-style-type: none"> • Change and modify threads and fabrics • Create cords and plays • Create fabrics by weaving materials • Apply shapes and decorations to fabrics 	<ul style="list-style-type: none"> • Manipulate malleable materials using rolling and kneading • Manipulate materials for a purpose • Use 2D shapes to create a 3D form • Changing the surface texture of malleable materials. 	<ul style="list-style-type: none"> • Plan, design and make models from observation or imagination • Join clay to extend and model new shapes • Create texture and surface patterns • Show an awareness of the third dimension 	<ul style="list-style-type: none"> • Use different techniques to change and adapt materials • Experiment with paste resist • Use dyes to change fabric colour 	<ul style="list-style-type: none"> • I can plan sculptures from drawings • I can shape, form and model materials from observations • I can use man-made and natural materials to create sculptures • I can produce intricate patterns and designs in materials 	<ul style="list-style-type: none"> • Apply 3D and textiles skills to painting and digital art modules and in their own unique sketchbook development. <div style="text-align: right; margin-top: 100px;">  </div>

Sketchbooks and Evaluation

EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> • Share their creations, explaining the process they have used • Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> • Evaluate their own and others work by comparing similarities and differences alongside giving and receiving constructive praise and criticism. • Explain choices and decisions and use sketchbooks to label and make notes on their work. • Use sketchbooks to document their ideas and processes. • Use imagination and observations to invent and create. • use significant artists and their art to inspire their own work 	<ul style="list-style-type: none"> • Use sketchbooks to record observations, thoughts, ideas, research and to explore and apply skills. • Express ideas and feelings, making art for pleasure as well as to develop and apply skills. • Evaluate their own, their peers and studied artists work through both verbal discussions and written evaluations in their sketchbooks. • Compare the ideas, methods and approaches in their own and others' work and say what they think and feel about them using tier three vocabulary. • Adapt work according to their views and describe how to develop it further. 	<ul style="list-style-type: none"> • Use sketchbooks to record observations, thoughts, ideas, research and understand the importance of collecting and refining techniques and produce a range of preliminary studies. • Express ideas, feelings and opinions, making art for pleasure as well as to develop and apply skills. • Evaluate their own, their peers and studied artists work through both verbal discussions and written evaluations in their sketchbooks. • Compare the ideas, methods and approaches in their own and others' work and say what they think and feel about them using tier three vocabulary. • Able work according to their views and describe how they might develop it further. • Question and make thoughtful observations about starting points and select ideas to use in their work.