

Yealmpstone Farm Primary Progression of Learning



Subject area: ART

Work of artists

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> Respond imaginatively to artworks & objects Expresses & communicate working theories, feelings & understandings in the form of art work & objects | <ul style="list-style-type: none"> Look at the work from a range of artists, craft makers and designers. Evaluate and analyse creative works using the language of art, craft and design. | | <ul style="list-style-type: none"> Learn about great artists, architects and designers in history Work in the style of an artists or craftsperson. Evaluate their own work and that of their peers using the language of art, craft and design | | <ul style="list-style-type: none"> Learn about great artists, architects and designers in history Replicate patterns, colours and textures from the style of a well-known artist. Start to place key artists into movements, historical awareness Evaluate their own work and that of their peers using the language of art, craft and design | |

Exploring Ideas

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> Explore, use & refine a variety of artistic effects to express their ideas & feelings | <ul style="list-style-type: none"> Record and explore ideas from first hand observations Develop and share their ideas, try things out and make changes Describe the differences and similarities between different practices and disciplines and make links to their own work | <ul style="list-style-type: none"> create sketch books to record their observations and use them to review and revisit ideas record and explore ideas from first hand observations, experience and imagination and ideas for different purposes question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks | <ul style="list-style-type: none"> create sketchbooks to record their observations and use to review and revisit ideas. Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks Think critically about their art and design work | | | |

Sculpture

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Use of colour, pattern, texture, line, form, space & shape (textiles, clay, sand, plaster, stone, 3D work, clay, dough, boxes, wire, paper sculpture, mod-roc, printing, found materials, lino, wood blocks, press print, mono-printing)</p> <ul style="list-style-type: none"> • Experiment to create different textures • Use tools to create different textures • Use a range of materials to create different textures • Manipulate materials to have a planned effect | <ul style="list-style-type: none"> • Draw simple objects and manipulate malleable materials in a variety of ways to sculpt them.(i.e. rolling, joining and kneading) • Roll out clay to an even thickness to create a tile • Experiment with simple tools and objects to impress shapes • Work safely with materials and tools • Experiment with constructing and joining recycled, natural and manmade materials | <ul style="list-style-type: none"> • Draw objects and manipulate malleable materials in a variety of ways to sculpt them with increasing confidence. • Use pinch, coil and slab techniques to produce a clay object • Join clay using slip • Make distinct patterns with impressed shapes • Experiment with constructing and joining recycled, natural and manmade materials | <ul style="list-style-type: none"> • Plan, design and make models from observation and imagination • Develop the coil pot technique with clay • Use tools appropriately to carve into media using tools safely • Decorate clay using impressions on the surface • Create models by constructing and joining recycled, natural and manmade materials | <ul style="list-style-type: none"> • Plan and develop ideas in sketchbooks and make informed choices about media • Make a clay object using pinch/thumb pot techniques, blending attached pieces for strength • Use tools appropriately to carve into media using tools safely • Decorate clay using impressions to make patterns or replicate textures • Create a sculpture from observational drawing using different construction and joining techniques | <ul style="list-style-type: none"> • Use sketchbooks to inform, plan and develop sculpture ideas • Create a richly textured clay relief tile or a 3D clay sculpture from paintings or drawings • Cut and model clay to required shapes • Blend shapes of clay carefully and effectively to make a larger object • Become aware of form, shape and space in the world around them | <ul style="list-style-type: none"> • Continue to use sketchbooks to inform, plan and develop sculpture ideas • Form curved and straight sided blocks out of clay • Cut and model clay to required shape and texture • Blend shapes of clay carefully and effectively to make a larger object • Design 3D objects using paintings as inspiration • Continue to develop awareness of form, shape and space in the world around them |

Drawing

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Use of (pencil, charcoal, inks, chalk, pastels, ICT software, painting, ink, dye, textiles, crayon,</p> <ul style="list-style-type: none"> • Use a range of tools competently & safely • Explore different textures. Encourage accurate drawings of people • Create representations of both imaginary & real-life ideas, events, people & objects | <ul style="list-style-type: none"> • Start to record simple explorations in a sketchbook • Produce patterns and textures that replicate those in the real world through observation • Experiment with creating different line patterns with a pencil • Experiment using charcoal and white chalk and begin to explore light • Work from imagination to create fantasy pictures | <ul style="list-style-type: none"> • Record explorations in a sketch book • Produce a growing range of patterns and textures and tones with a single pencil to replicate those in the real world • Use charcoal and chalk to show light and shadow • Experiment with pastels in different ways; mixing and hatching • Experiment with a range of drawing media in different ways; hatching, scribble, | <ul style="list-style-type: none"> • Use a sketchbook to plan and develop ideas • Draw for a more sustained period of time • Blend chalk and charcoal • Control a pencil to produce a wide range of tones, patterns and textures • Explore different drawing pencil grades • Show light and shadow • Begin to draw from observation in large and small scale • Use a range of drawing media in | <ul style="list-style-type: none"> • Continue to use a sketchbook to plan and develop ideas • Draw for a sustained period of time • Blend chalk and charcoal confidently • Experiment with marks and lines with a wide range of implements (e.g. charcoal, chalk, pen, pencil, pastel, pen etc) • Experiment with different grades of pencil to achieved varied tone • Select different techniques for different | <ul style="list-style-type: none"> • Use a sketchbook to plan, collect and develop ideas. • Begin to work on sustained, independent and more detailed drawings • Develop blending skills with charcoal and chalk to show line, texture and tone in observational drawings • Begin to develop closer observational skills to show shape and pattern selecting different techniques for | <ul style="list-style-type: none"> • Continue to use a sketchbook to plan, collect and develop ideas • Work on sustained, independent and more detailed drawings over a number of sessions on one piece • Work in mixed media (from previously skills) • Develop close observational skills with an increasing awareness and experience in the elements of art (line, tone, texture etc) |

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| | | stippling, blending | different ways; hatching, scribble, stippling, blending | purposes: shading, hatching etc <ul style="list-style-type: none"> • Begin to consider composition- back, mid and foreground • Begin to show an awareness of objects having a third dimension and perspective. | different purposes: shading, hatching etc <ul style="list-style-type: none"> • Use drawing pencils to create contrasting effects of line, texture and tone • Experiment with simple perspective in their work i.e by using the vanishing point | <ul style="list-style-type: none"> • Have opportunities to develop further simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in their work. |
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| Painting | | | | | | |
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| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <ul style="list-style-type: none"> • Explore, use & refine colour mixing techniques • Use colour for purpose, including creating moods | <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. • Begin to control the type of marks make with the range of media (using brushes, sponges, blowing, | <ul style="list-style-type: none"> • Use a sketchbook to plan and develop simple ideas and continue to store information on colour mixing. • Continue to control the types of marks make with the range of | <ul style="list-style-type: none"> • Use sketchbooks to record media explorations and experimentation as well as try out ideas and plan colours • Demonstrate increased control in the types of marks made and | <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source | <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source | <ul style="list-style-type: none"> • Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. • Adapt their work according to |

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| | <p>bubbles, wax, crayon relief etc)</p> <ul style="list-style-type: none"> • Create a wash with watercolour paints • Recognise, use and name the primary colours • Start to mix a range of secondary colours, moving towards predicting resulting colours. | <p>media and use brushed to produce marks appropriate to work. (E.g. small brush for small marks)</p> <ul style="list-style-type: none"> • Create a wash with watercolour paints and know to start at the top of the page and paint in the same direction • Continue to mix a range of secondary colours, moving towards predicting resulting colours. • Begin to mix colour shades and tints. | <p>experiment with different effects and textures inc. blocking in colour, thickened paint creating textural effects</p> <ul style="list-style-type: none"> • Use light and dark within painting and begin to explore complimentary colours. • Mix colours to create tints, shades and tones with increasing confidence. Start to explore the colour wheel | <p>material for future works</p> <ul style="list-style-type: none"> • Confidently control types of marks made and continue to experiment with different effects and textures • Explore the colour wheel and use warm or cool colours • Add finer detail with small brushes • Predict colour mixing and tinting results with increasing accuracy • Mix colours to a theme (e.g. autumn, plants) | <p>material for future works.</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures • Mix and match colours to create atmosphere and light effects. • Identify, mix and use primary, secondary, complimentary and contrasting colours • Mix colours to match the colours in real objects • Develop a painting from a drawing | <p>their views and describe how they might develop it further. Annotate work in sketchbook</p> <ul style="list-style-type: none"> • Purposely control the types of marks made and experiment with different effects and textures building on previous knowledge • Mix colour, shades and tones with confidence building on previous knowledge. understanding which works well in their work and why. |
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Printing

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <ul style="list-style-type: none"> Develop own ideas through experimentation with diverse materials to express & communicate their discoveries & understanding | <ul style="list-style-type: none"> Explore printing simple pictures and patterns with a range of hard and soft materials e.g. cork, pen barrels, sponge. Produce simple pictures by printing with objects Begin to use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief: String and card. | <ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Create patterns and pictures by printing with objects using more than one colour Use equipment and media correctly and be able to produce a clean printed image. Develop printing in relief: string and card | <ul style="list-style-type: none"> Create own blocks to print with (polystyrene tiles/ modelling material, cut shapes from sponges) Use own blocks to produce mono prints Print creating repeating patterns considering the use of colour in the ink and paper used Develop skills with relief printing e.g. using string or wax | <ul style="list-style-type: none"> Create own blocks to print with (polystyrene tiles/ modelling material, cut shapes from sponges) Use own blocks to produce mono prints and print with two colour overlays | <ul style="list-style-type: none"> Create printing blocks using sketchbook ideas Continue to gain experience in overlaying colours. Start to overlay prints with other media | <ul style="list-style-type: none"> Continue to create printing blocks using sketchbook ideas Demonstrate experience in a range of printmaking techniques building on previous knowledge (mono printing, block printing, relief/impressed method) Experiment with overprinting motifs and colour including the use of print as a starting point to embroidery. |