

Progression through techniques – Art, Craft and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
NC Objectives	<p>Key Stage 1</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>		<p>Key Stage 2</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 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.</p>			
	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To create sketchbooks to record their observations and use them to review and revisit idea • 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 			
Drawing	<p>A Year 1 artist will:</p> <p>Begin to explore a variety of drawing materials including pencil, chalk, and soft pastel.</p> <p>Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body.</p> <p>Work at a scale to accommodate exploration.</p> <p>Draw on different surfaces</p> <p>Undertake projects which explore observational drawing (drawing what you see), to record what is seen, and also experimental drawing, to share what is felt.</p>	<p>A Year 2 artist will:</p> <p>Understand that we can use different media (sometimes combined in one drawing) to capture the nature of things we find. Layering of media, e.g., wax resist.</p> <p>Develop mark-making skills through experimentation with various drawing media: pencil, graphite, chalk, soft pastel, wax and charcoal.</p> <p>Explore a variety of drawing starting points (stimuli), including close looking via observation from primary & secondary source material, drawing from memory and imagination.</p>	<p>A Year 3 artist will:</p> <p>Practice observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching.</p> <p>Understand that charcoal is a drawing medium that lends itself to loose, gestural marks made on a larger scale.</p> <p>Understand charcoal and earth pigment were our first drawing tools as humans</p> <p>Know that Chiaroscuro means “light/dark” and we can use the concept to explore tone in drawings.</p>	<p>A Year 4 artist will:</p> <p>Use growing technical skill and knowledge of different drawing materials, combined with increasing confidence in making a creative response to a wide range of stimuli, to explore more experimental drawing, following their own interests/affinities.</p> <p>Plan and collect source material</p> <p>Work on a variety of scales</p> <p>Use colour, composition, elements, line, shape to create pattern working with tessellations, repeat pattern or folding patterns.</p>	<p>A Year 5 artist will:</p> <p>Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture)</p> <p>Use light, medium and dark tones to make their drawings look three-dimensional</p> <p>Use lines of symmetry to help them draw shapes.</p> <p>Work from a variety of sources including observation and photographs to develop own work</p>	<p>A Year 6 artist will:</p> <p>Understand that there is often a close relationship between drawing and making. Understand that we can transform 2d drawings into 3d objects.</p> <p>Select appropriate media and techniques to achieve a specific outcome</p> <p>Explore using negative and positive space to “see” and draw a simple element/object.</p> <p>Use the grid system to scale up an image</p>

<p>Printing</p>	<p>Use hands and feet to make simple prints, using primary colours.</p> <p>Explore concepts like “repeat” “pattern” “sequencing”.</p>	<p>Understand prints are made by transferring an image from one surface to another</p> <p>Collect textured objects and make rubbings, and press them into plasticine to create plates/prints (relief printing) exploring how we ink up the plates and transfer the image.</p> <p>Print pictures with a range of materials e.g., sponge, reels and explore concepts like “repeat” “pattern” “sequencing”.</p>	<p>Design and create a repeated relief print considering background paper</p> <p>Understand that mono print can be used effectively to create prints which use line.</p> <p>Create mono prints by using carbon copy paper (and or oil pastel prints), exploring the qualities of line to make a creative response to an original artwork. Consider use of layers to develop meaning.</p>	<p>Make sensory patterns without a theme or subject focus, using needles and sharp pencils with a variation of width to create a rhythmic piece.</p>	<p>Use printing ink to create a landscape/cityscape using cardboard as a tool for mark making and thinking about the angle of marks in order to create the feeling of perspective</p>	<p>Use screen printing and/or mono printing over collaged and painted sheets to create a piece of activist art.</p> <p>Build up drawings and images of whole or parts of items using various techniques</p>
<p>Painting</p>	<p>Explore watercolour in an intuitive way to build understanding of the properties of the medium.</p> <p>Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks.</p> <p>Understand that primary colours can be mixed together to make secondary colours of different hues.</p> <p>Discuss and use warm and cold colours</p>	<p>Explore colour mixing through gestural mark making, initially working without a subject matter to allow exploration of media. Experiment with using homemade tools.</p> <p>Begin to able to discuss the colour wheel</p> <p>Understand that the properties of the paint that you use, and how you use it, will affect your mark making.</p>	<p>Explore painting over different surfaces, e.g., cloth, and transfer drawing mark making skills into thread, using stitch to draw over the painted fabric.</p> <p>Explore creating pigments from materials around you (earth, vegetation). Use them to create an image which relates to the environment the materials were found in.</p> <p>Talk about why they have selected colours for their artwork</p>	<p>To explore colour (and colour mixing), line, shape, pattern and composition in creating a still life. To consider lighting, surface, foreground and background.</p> <p>To use close observation and try different hues and tones to capture 3d form in 2 dimensions.</p> <p>Observe colour and suggest why it has been used</p>	<p>Explore how you can you paint (possibly combined with drawing) to capture your response to a place. Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy.</p> <p>Mix colours, shades, tones, tints with confidence, building on previous knowledge</p>	<p>Explore how we can use layers (physical or digital) to explore and build portraits of ourselves which explore aspects of our background, experience, culture and personality</p> <p>Discuss harmonious and contrasting colours and their placement on the colour wheel</p> <p>Purposefully controlling the types of marks, brushstrokes used to create desired effect</p> <p>Discuss how colour can be used to express ideas, feelings and mood.</p>

<p>Sculpture 3D Form</p>	<p>Transform found objects into sculpture, using imagination and construction techniques including cutting, tying, sticking. Think about shape (2d), form (3d), texture, colour and structure.</p> <p>Use Design through Making philosophy to playfully construct towards a loose brief.</p> <p>Understand that sculpture is the name sometimes given for artwork which exists in three dimensions.</p> <p>Understand when we make sculpture by adding materials it is called Construction</p>	<p>Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually.</p> <p>Join materials together and apply decorative techniques</p> <p>Replicate patterns and textures in a 3D form</p> <p>Discuss the work of other sculptors and relate these to their own ideas and designs</p>	<p>Manipulate clay in a variety of ways e.g. rolling, kneading and shaping.</p> <p>Make slip to join and secure pieces of clay together</p> <p>Develop clay (and drawing) skills by creating pinch/ coil pots</p>	<p>Recognise sculptural forms in the environment and use these as inspiration for their own work</p> <p>Explore how combinations of materials such as wire, paper, fabric, string, card can be transformed into sculpture, discovering how best to manipulate them (cut, tear, bend, fold) and fasten them together (tie, bind, stick)</p> <p>Construct sculptural self-portraits of themselves on a plinth, using a variety of materials including fabric.</p> <p>Understand the different adhesives and methods used in construction</p>	<p>Develop an understanding of different ways of finishing work (e.g., glaze, paint, polish, varnish)</p> <p>Understand that a range of media can be selected (due to their properties) for different purposes</p> <p>Independently recognise problems and adapt work when necessary</p>	<p>Understand that artists use a variety of media including light and sound as well as physical media to create installations. Understand that installations are often immersive, enabling the viewer to enter the artwork.</p> <p>Use the device of scaled model to imagine what your installation might be, working in respond to a brief or “challenge” to enable a viewer to “have a physical experience of colour.”</p> <p>Use a variety of materials, including light and sound, to make a model of what you would build. Think about structure of space, how the viewer would enter, what they would see, feel, hear. Use colour in a brave and bold way, reflecting upon how this might make the viewer feel.</p>
<p>Collage</p>	<p>Understand collage is the art of using elements of paper to make images.</p> <p>Collage with painted papers exploring colour, shape and composition.</p> <p>Begin to use scissors and tearing to create a range of shapes</p> <p>Arrange and glue materials to different backgrounds</p>	<p>Understand that we can combine collage with other disciplines such as drawing, printmaking and making.</p> <p>Develop a range of cutting, tearing and fixing techniques to create a specific picture Use scissors in a controlled way to cut with accuracy. Fold, crumple, tear and overlap papers to create an image and manipulate it into</p>	<p>Cut shapes from paper (free hand) and use as elements with which to collage, combined with printmaking (see column 3 “printmaking”) to make a creative response to an original artwork.</p> <p>Use collage as a means of collecting ideas and information to build a visual brainstorm</p>	<p>Develop experience in embellishing, using more advanced joining techniques</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images</p>	<p>Explore colour, mixing different hues, and explore composition, working with different shaped elements, before using mono print to layer lines and marks.</p> <p>Add collage to a painted, printed or drawn background to enhance work</p>	<p>Use collage as a means of extending work from initial ideas</p> <p>Independently select a range of media to produce a collaged image</p>

		simple 3D forms to add to sculpture.				
Sketchbooks	<p>Introduce what a sketchbook is for. Understand it is owned by the pupil for experimentation and exploration.</p> <p>Use sketchbooks to:</p> <p>Develop experience of primary and secondary colours</p> <p>Practice observational drawing</p> <p>Explore mark making</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Understand that the way each persons' sketchbook looks is unique to them</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of different media.</p> <p>Make close observational drawings of small objects, drawn to scale, working slowly, developing mark making.</p> <p>Explore colour and colour mixing</p> <p>Make visual notes about artists studied.</p>	<p>Continue to build understanding that sketchbooks are places for personal experimentation.</p> <p>Work in sketchbooks to:</p> <p>Explore the qualities of charcoal.</p> <p>Make visual notes using a variety of media using the "Show Me What You See" technique when looking at other artists work to help consolidate learning and make the experience your own.</p> <p>Experiment with pigments created from the local environment.</p> <p>Develop mark making skills</p>	<p>Understand that artists use sketchbooks for different purposes and that each artist will find their own ways of working in a sketchbook.</p> <p>Use sketchbooks to:</p> <p>Practise drawing skills</p> <p>Make visual notes to record ideas and processes discovered through looking at other artists</p> <p>Test and experiment with materials.</p> <p>Reflect</p>	<p>Use sketchbooks to:</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p> <p>Experiment with different media and different marks to capture the energy of a landscape. Explore colour, and colour mixing, working intuitively to mix hues and tints, but able to articulate the processes involved.</p>	<p>Use sketchbooks to:</p> <p>Practise seeing negative and positive shapes</p> <p>Explore colour: make colours, collect colours, experiment with how colours work together.</p> <p>Explore combinations and layering of media.</p> <p>Make visual notes to capture, consolidate and reflect upon the artists studied.</p>

<p>Digital Media</p>	<p>Begin to explore digital media to create an image</p> <p>Record information using digital cameras</p> <p>Explore digital tools (e.g., brushes, shape and fill tools, eraser)</p>	<p>Use a digital camera to take a specific image portrait/landscape</p> <p>If using photography, consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers.</p> <p>Use camera phones (still and video) to help "see" and "collect" (digital sketchbook</p>	<p>Use digital media to identify and research artists, craftspeople, architects and designers</p> <p>Use digital media in order to self-evaluate the creative learning journey</p> <p>Understand that a digital image can be made up of different layers</p>
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