



## Progression Plan for Art and Design

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>								
Methods, techniques, media and materials	<p>Mark-making/drawing: Explore mark making with a range of materials and tools, inside and outside.</p> <p>Drawing : explore circles/ polka dots</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>show emotions in mark making over the year.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p><b>Mark Making/ Drawing:</b></p> <p>Understand how to grip a pencil comfortably &amp; explore making mark, creating lines and circles.</p> <p>Gives meaning to marks made.</p> <p>Show different emotions in their drawing- Pumpkins.</p> <p>Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Skill: Show different emotions in their drawing e.g. happiness, sadness.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details</p> <p>Observational drawing-Daffodils and Sunflowers. Show accuracy and care in their drawing</p>	<p>That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>How to: Hold and use drawing tools in different ways to create different lines and marks.</p> <p>Create marks by responding to different stimulus such as music.</p> <p>Overlap shapes to create new ones.</p> <p>Use mark making to replicate texture.</p> <p>Look carefully to make an observational drawing.</p> <p>Complete a continuous line drawing.</p>	<p>How different marks can be used to represent words and sounds.</p> <p>That a combination of materials can achieve the desired effect.</p> <p>That charcoal is made from burning wood.</p> <p>How to: Use different materials and marks to replicate texture</p> <p>Manipulate materials and surfaces to create textures. Eg scratching with tools or blending with fingers.</p> <p>Use marks and lines to show expression on faces.</p> <p>Make a concertina book.</p> <p>Use drawing to tell a story.</p> <p>Use charcoal to avoid snapping and to achieve different types of lines.</p> <p>Use drawing pens.</p>	<p>Use shapes identified within in objects as a method to draw.</p> <p>Create tone by shading.</p> <p>Achieve even tones when shading.</p> <p>Make texture rubbings.</p> <p>Create art from textured paper.</p> <p>Hold and use a pencil to shade.</p> <p>Tear and shape paper.</p> <p>Use paper shapes to create a drawing.</p> <p>Use drawing tools to take a rubbing.</p> <p>Make careful observations to accurately draw an object.</p> <p>Create abstract compositions</p>	<p>Use pencils of different grades to shade and add tone.</p> <p>Hold a pencil with varying pressure to create different marks.</p> <p>Use observation and sketch objects quickly.</p> <p>Draw objects in proportion to each other.</p> <p>Use charcoal and a rubber to draw tone.</p> <p>Use scissors and paper as a method to 'draw'.</p> <p>Make choices about arranging cut elements to create a composition.</p> <p>Create a wax resist background.</p> <p>Use different tools to scratch into a painted surface to add contrast and pattern.</p> <p>Choose a section of a drawing to recreate as a print.</p> <p>Create a monoprint.</p>	<p>Analyse an image that considers impact, audience and purpose.</p> <p>Draw the same image in different ways with different materials and techniques.</p> <p>Make a collagraph plate.</p> <p>Make a collagraph print.</p> <p>Develop drawn ideas for a print.</p> <p>Combine techniques to create a final composition.</p> <p>Decide what materials and tools to use based on experience and knowledge.</p>	<p>Gestural and expressive ways to make marks.</p> <p>Effects different materials make.</p> <p>The effects created when drawing into different surfaces</p> <p>How to: Use symbolism as a way to create imagery.</p> <p>Combine imagery into unique compositions.</p> <p>Achieve the tonal technique called chiaroscuro.</p> <p>Make handmade tools to draw with.</p> <p>Use charcoal to create chiaroscuro effects.</p>

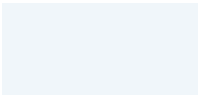


		Produce more detailed work and say what they have included						
So they can:	Explore a range of drawing materials of different resistance:- charcoal, oil pastels, graphite sticks, paint, wax crayons and chalk. They can begin to develop observation skills and examine close up photographs and then expand them on the ipad.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect. Develop observational skills to look closely and reflect surface texture.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Use growing knowledge of different materials, combining media for effect. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece.

### Painting and Mixed Media

Methods, techniques, media and materials	portraiture Frida Kahlo as stimulus- use mirror to look at own face and use palette to mix skin tones that match their arm skin colour (with support) paint 2 eyes, nose,	Painting: Skill/ Knowledge: Splatter painting in the style of Jackson Pollock. Skill/ Knowledge: Only using one colour to create in the style of Yves Klein. Explore	Combine primary coloured materials to make secondary colours. Mix secondary colours in paint. Choose suitable sized paint brushes.	Mix a variety of shades of a secondary colour. Make choices about amounts of paint to use when mixing a particular colour.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. Use sketchbooks for a wider range of	Mix a tint and a shade by adding black or white. Use tints and shades of a colour to create a 3D effect when painting. Apply paint using different	Develop a drawing into a painting. Create a drawing using text as lines and tone. Experiment with materials and create different backgrounds to draw onto. Use a	Use sketchbooks to research and present information. Develop ideas into a plan for a final piece. Make a personal response to the artwork of another artist. Use
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	<p>mouth. learn how to make anti clockwise circles using paintbrush of various types dependent on ability/preference. Chinese artist- Shenquan cat painting. Printing- printing using household objects on calico. Printing- look at Hunterwasser pictures. Print houses using 3D shapes. Draw attention to children that 2D flat shapes can be made using the side of a 3D shape. use materials of different types to make a painting inspired by work of Lichtenstein.</p>	<p>different paint types- watercolour, powder paint, acrylic, ready mix paint. Mix paints to make new colours following instructions (see Black artist- Chris Ofri i.e. coloured, sized and shaped paper. Explore using different brush types. Explore working with paint on different ways</p>	<p>Clean a paintbrush to change colours. Print with objects, applying a suitable layer of paint to the printing surface. Overlap paint to mix new colours. Use blowing to create a paint effect. Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour.</p>	<p>Match colours seen around them. Create texture using different painting tools. Make textured paper to use in a collage. Choose and shape collage materials eg. cutting, tearing. Compose a collage, arranging and overlapping pieces for contrast and effect. Add painted detail to a collage to enhance/improve it.</p>	<p>purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process. explore how natural products produce pigments to make different colours.</p> 	<p>techniques eg. stippling, dabbing, washing. Choose suitable painting tools. Arrange objects to create a still life composition. Plan a painting by drawing first. Organise painting equipment independently, making choices about tools and materials.</p>	<p>photograph as a starting point for a mixed-media artwork. Take an interesting portrait photograph, exploring different angles. Adapt an image to create a new one. Combine materials to create an effect. Choose colours to represent an idea or atmosphere. Develop a final composition from sketchbook ideas.</p>	<p>different methods to analyse artwork such as drama, discussion and questioning.</p>
So they can:	<p>Explore colour mixing of primary colours. They can then add white and black to made different shades of colour. They can use thick and thin paint brushes and they can use stippling brushes.</p>	<p>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</p>	<p>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an effect.</p>	<p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper,</p>	<p>Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to</p>	<p>Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. Apply observational skills, showing a greater awareness</p>	<p>Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in</p>	<p>Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way</p>



				card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work	communicate form and proportion.	of composition and demonstrating the beginnings of an individual style.	a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.
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**Sculpture and 3D**

Methods, techniques, media and materials	Explore artists such as Arcimboldo-ephemeral art using natural found materials. 3D class use lantern tissue paper and tissue circles to make lantern. Explore the work of Zaha Hadid. Make a 3D city using painting of Hunterwasser to inspire	Explore the properties of clay. Use modelling tools to cut and shape soft materials eg. playdough, clay. Select and arrange natural materials to make 3D artworks. Talk about colour, shape and texture and explain their choices. Plan ideas for what they would like to make. Problem-solve and try out solutions when using modelling materials. Develop 3D models by adding colour.	Roll and fold paper. Cut shapes from paper and card. Cut and glue paper to make 3D structures. Decide the best way to glue something. Create a variety of shapes in paper, eg spiral, zig-zag. Make larger structures using newspaper rolls	Smooth and flatten clay. Roll clay into a cylinder or ball. Make different surface marks in clay. Make a clay pinch pot. Mix clay slip using clay and water. Join two clay pieces using slip. Make a relief clay sculpture. Use hands in different ways as a tool to manipulate clay. Use clay tools to score clay.	Join 2D shapes to make a 3D form. Join larger pieces of materials, exploring what gives 3D shapes stability. Shape card in different ways eg. rolling, folding and choose the best way to recreate a drawn idea. Identify and draw negative spaces. Plan a sculpture by drawing. Choose materials to scale up an idea. Create different joins in card eg. slot, tabs, wrapping.	How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. How to: Use their arm to draw 3D objects on a large scale. Sculpt soap from a drawn design. Smooth the surface of soap using water when carving. Join wire to make shapes by twisting and looping pieces together. Create a neat line in wire by cutting and twisting the	Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials. Try out ideas on a small scale to assess their effect. Use everyday objects to form a sculpture. Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them. Try out ideas for making a sculpture interactive.	Translate a 2D image into a 3D form. Manipulate cardboard to create 3D forms (tearing, cutting, folding, bending, ripping). Manipulate cardboard to create different textures. Make a cardboard relief sculpture. Make visual notes to generate ideas for a final piece. Translate ideas into sculptural forms.
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					Add surface detail to a sculpture using colour or texture. Display sculpture.	end onto the main piece. Use a range of materials to make 3D artwork eg. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. Try out different ways to display a 3D piece and choose the most effective.	Plan an installation proposal, making choices about light, sound and display.	
So they can:	Use salt dough blocks, clay, junk modelling to create 3D sculpture. They use natural materials to create ephemeral art.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces.)	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.



Craft and Design								
<p>Methods, techniques, media and materials</p>	<p>Exploration of different fabrics. Begin to identify different materials and name different textures. Materials and textures- look at textures from printing activity. printing based on the work of Althea McNish textile art using household objects. look at how to use different materials to represent cityscape.</p>	<p>Understanding: How Different materials/ textures feel and explore freely e.g. malleable, fabrics, natural. Junk modelling with different materials. Junk modelling will continue to be offered in CP. Understand the purpose of different textures/ materials e.g. winter clothing. Using Eric Carle as inspiration Skill: Follow instructions to make own play dough. Weaving (natural and manmade materials) Sewing using a pre-running stitch with natural resources</p>	<p>What materials can be cut, knotted, threaded or plaited. How to: Wrap objects/shapes with wool. Measure a length. Tie a knot, thread and plait. Make a box loom. Join using knots. Weave with paper on a paper loom. Weave using a combination of materials.</p>	<p>Draw a map to illustrate a journey. Separate wool fibres ready to make felt. Lay wool fibres in opposite directions to make felt. Roll and squeeze the felt to make the fibres stick together. Add details to felt by twisting small amounts of wool. Choose which parts of their drawn map to represent in their 'stained glass'. Overlap cellophane/tissue to create new colours. Draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. Apply paint or ink using a printing roller. Smooth a printing tile evenly to transfer an image. Try out a variety of ideas for adapting prints into 2D or 3D artworks.</p>	<p>That layering materials in opposite directions make the handmade paper stronger. Use a sketchbook to research a subject using different techniques and materials to present ideas. Construct a new paper material using paper, water and glue Use symbols to reflect both literal and figurative ideas. Produce and select an effective final design. Make a scroll. Make a zine. Use a zine to present information.</p>	<p>That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax. Select imagery and use as inspiration for a design project. To know how to make a mood board. Recognise a theme and develop colour palettes using selected imagery and drawings. Draw small sections of one image to docs on colours and texture. Develop observational drawings into shapes and pattern for design. Transfer a design using a tracing method. Make a repeating pattern tile using cut and torn paper shapes. Use glue as an alternative batik technique to create patterns on fabric. Use</p>	<p>The steps to make a monoprint. When a roller is sufficiently inked. How to: Make an observational drawing of a house. Use shapes and measuring as methods to draw accurate proportions. Select a small section of a drawing to use as a print design. Develop drawings further to use as a design for print. Design a building that fits a specific brief. Draw an idea in the style of an architect that is annotated to explain key features. Draw from different views, such as a front or side elevation. Use sketchbooks to research and present information about an artist. Interpret an idea in into a design for a structure</p>	<p>How different materials can be used to produce photorealistic artwork. That macro photography is showing a subject as larger than it is in real life. How to: Create a photomontage. Create artwork for a design brief. Use a camera or tablet for photography. Identify the parts of a camera. Take a macro photo, choosing an interesting composition. Manipulate a photograph using photo editing tools. Use drama and props to recreate imagery. Take a portrait photograph. Use a grid method to copy a photograph into a drawing.</p>



						materials, like glue, in different ways depending on the desired effect. Paint on fabric.. Wash fabric to remove glue to finish a decorative fabric piece.		
So they can:	Self select the printing resources and experiment with pattern printing. They can experiment with abstract freeform Printing.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Explore and analyse a wider variety of ways to join and fix materials in place.	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to cut, shape and join materials for a purpose.	Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriately to fit with ideas.
<b>Making Skills</b>								
<b>Colour</b>	The names of a wide range of colours. Colours can be mixed to make new colours.	The names of a wide range of colours. Colours can be mixed to make new colours.	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. Different amounts of paint and water can be used to mix hues of secondary colours (statement also included	That the primary colours are red, yellow and blue. Primary colours can be mixed to make secondary colours. Different amounts of paint and water can be used to mix hues of secondary colours (statement also included	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Adding black to a colour creates a	Using light and dark colours next to each other creates contrast. Paint colours can be mixed using natural substances, and that prehistoric peoples used these paints. Adding black to a colour creates a	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be	Artists use colour to create an atmosphere or to represent feelings in an artwork, for example by using warm or cool colours. A 'monochromatic' artwork uses tints and shades of just one colour. Colours can be



			under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination	under 'Tone'). Colours can be mixed to 'match' real life objects or to create things from your imagination	shade. Adding white to a colour creates a tint.	shade. Adding white to a colour creates a tint.	symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.	symbolic and have meanings that vary according to your culture or background, eg red for danger or for celebration.
<b>Form</b>	Modelling materials can be shaped using hands or tools.	Modelling materials can be shaped using hands or tools.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Paper can change from 2D to 3D by folding, rolling and scrunching it. That three dimensional art is called sculpture. That 'composition' means how things are arranged on the page. Pieces of clay can be joined using the 'scratch and slip' technique. A clay surface can be decorated by pressing into it or by joining pieces on.	Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	Organic forms can be abstract. Using lighter and darker tints and shades of a colour can create a 3D effect. Simple 3D forms can be made by creating layers, by folding and rolling materials.	The size and scale of three-dimensional artwork changes the effect of the piece. The surface textures created by different materials can help suggest form in two-dimensional art work.	The size and scale of three-dimensional artwork changes the effect of the piece. The surface textures created by different materials can help suggest form in two-dimensional art work.
<b>Shape</b>	The names of simple shapes in art.	The names of simple shapes in art.	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be	A range of 2D shapes and confidently draw these. Paper can be shaped by cutting and folding it. Collage materials can be shaped to represent shapes in an image. Shapes can be organic (natural) and irregular. Patterns can be	Artists can focus on shapes when making abstract art. How to use basic shapes to form more complex shapes and patterns.	Artists can focus on shapes when making abstract art. How to use basic shapes to form more complex shapes and patterns.	Shapes can be used to place the key elements in a composition. How an understanding of shape and space can support creating effective composition	Shapes can be used to place the key elements in a composition. How an understanding of shape and space can support creating effective composition



			made using shapes.	made using shapes.				
<b>Line</b>	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Lines can be curved or straight and described in simple terms such as: wiggly,' straight,' 'round'.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Drawing tools can be used in a variety of ways to create different lines. Lines can represent movement in drawings. Lines can be used to fill shapes, to make outlines and to add detail or pattern.	Using different tools or using the same tool in different ways can create different types of lines. Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Using different tools or using the same tool in different ways can create different types of lines. Lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. How line is used beyond drawing and can be applied to other art forms.	Lines can be used by artists to control what the viewer looks at within a composition, eg by using diagonal lines to draw your eye into the centre of a drawing. How line is used beyond drawing and can be applied to other art forms.
<b>Knowledge of Artists</b>								
<b>Meanings</b>	This is child-led in order to encourage discussion and individual responses to their own and other artworks ( artists Yuyoi, Hundertwasser, Frida Kahlo)	This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artworks.	Some artists are influenced by things happening around them.	Some artists create art to make people aware of good and bad things happening in the world around them.	Art from the past can give us clues about what it was like to live at that time.	Art can communicate powerful statements about right and wrong.	Artists are influenced by what is going on around them; for example culture, politics and technology. Artists 'borrow' ideas and imagery from other times and cultures to create new artworks. How an artwork is interpreted will depend on the life experiences of the person looking at it.	Artists can use symbols in their artwork to convey meaning. Sometimes artists add extra meaning to what they create by working in places where they don't have permission to work.



<p><b>Interpretations</b></p>	<p>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork</p>	<p>This aspect of the curriculum is child-led; encourage discussion and individual responses to their own and other artwork</p>	<p>Sometimes artists concentrate on how they are making something rather than what they make. Artists living in different places at different times can be inspired by similar ideas or stories.</p>	<p>Art can be figurative or abstract.</p>	<p>The meanings we take from art made in the past are influenced by our own ideas.</p>	<p>Designers can make beautiful things to try and improve people's everyday lives. How and where art is displayed has an effect on how people interpret it.</p>	<p>Artists use self-portraits to represent important things about themselves. Artists create works that make us question our beliefs. Visual designs can represent big ideas like harmony with nature or peace.</p>	<p>Artists find inspiration in other artist's work, adapting and interpreting ideas and techniques to create something new. Art can be a form of protest. Artists use art to tell stories about things that are important to them; looking at artworks from the past can reveal thoughts and opinions from that time. Art sometimes creates difficult feelings when we look at it.</p>
<p><b>Materials and Processes</b></p>	<p>Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick</p>	<p>Artists use modelling materials like clay to recreate things from real life. Artists choose colours to draw or paint with. Artists draw many different things and use different tools to draw with. Sometimes artists are inspired by the seasons. Some art doesn't last long- it is temporary. Sometimes artists cut and stick</p>	<p>Artists can use everyday materials that have been thrown away to make art. Artists choose materials that suit what they want to make.</p>	<p>Illustrators use drawn lines to show how characters feel. Artists try out different combinations of collage materials to create the effect they want. Artists can use the same material (felt) to make 2D or 3D artworks. Artists and designers can create work to match a set of requirements; a 'brief' or 'commission'.</p>	<p>Artists have different materials available to them depending on when they live in history. Artists can make their own tools. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. Artist make decisions about how their work will be displayed.</p>	<p>Artists can choose particular materials to communicate a message. Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. Designers collect visual ideas from a wide range of sources, sometimes collecting these as a mood board.</p>	<p>Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example digital imagery with paint or print. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</p>	<p>Artists use techniques like chiaroscuro to create dramatic light and shade when drawing or painting. Artists can use materials to respond to a feeling or idea in an abstract way. Artists take risks to try out ideas; this can lead to new techniques being developed. Artists can make work by collecting and combining ready-made objects to create</p>



	photos to make new images.	photos to make new images.				Artists and designers sometimes choose techniques based on the time and money available to them. Artists use drawing to plan ideas for work in different media.		'assemblage'. Artforms are always evolving as materials and techniques change over time.
<b>So they can:</b>	Enjoy looking at and talking about art. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Enjoy looking at and talking about art. Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.	Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effect	Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing materials for a specific effect	Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding how artists consider their viewer and the impact on them.	Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.	Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer.	Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.



Evaluating and Analysing								
<b>What is Art ?</b>	Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Looking, listening, thinking, collaborating, collecting, arranging, choosing, shaping, reacting, changing, joining, cutting, drawing, painting, exploring...	Art is made in different ways. Art is made by all different kinds of people. An artist is someone who creates. Craft is making something creative and useful.		Artists make art in more than one way. There are no rules about what art must be. Art can be purely decorative or it can have a purpose.	Artists make choices about what, how and where they create art. Art can be all different sizes. Art can be displayed inside or outside. Art is interpreted differently depending on how it is displayed. Artworks can fit more than one genre.	Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. Art, craft and design can be functional and affect human environments and experiences.	Art doesn't have to a literal representation of something, it can sometimes be imagined and abstract. Art can represent abstract concepts, like memories and experiences. Art can be a digital art form, like photography.
<b>Why do people make art ?</b>	They learn people create art to show feelings and emotions.	They learn people create art to show feelings and emotions.	People make art to share their feelings. People make art for fun.	People use art to tell stories. People make art about things that are important to them. People make art to share their feelings. People make art to explore an idea in different ways. People make art for fun. People make art to decorate a space. People make art to help others understand something.	People use art to tell stories and communicate. People can make art to express their views or beliefs. People make art for fun, and to make the world a nicer place to be. People use art to help explain or teach things. People make art to explore big ideas, like death or nature.	Art can be created to make money; being an artist is a job for some people. Art, craft and design affects the lives of people who see or use something that has been created. Artists make work to explore right and wrong and to communicate their own beliefs.	People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People make art to portray ideas about identity. People make art to fit in with popular ideas or fashions.	Sometimes people make art to express their views and opinions, which can be political or topical. Sometime people make art to create reactions. People use art as a means to reflect on their unique characteristics.
<b>How do people talk about art?</b>	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and	People can have their own opinions about art, and sometimes disagree. One artwork can have several meanings.	Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide	People can explore and discuss art in different ways, for example, by visiting galleries, by discussing it,	Art can change through new and emerging technologies that challenge people to discuss and appreciate art in a



	opinions by explaining why.	opinions by explaining why.	varied and made in different ways and by different people.	messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made		messages or meaning in their work. Artists evaluate what they make and talking about art is one way to do this.	by writing about it, by using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished work, can help improve what artists create. Comparing artworks can help people understand them better	new way. People can have varying ideas about the value of art. Art can be analysed and interpreted in lots of ways and can be different for everyone. Everyone has a unique way of experiencing art.
<b>So they can:</b>	Say if they like a piece of artwork or not and begin to say what the	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why.	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process.	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. Use their knowledge of tools, materials and processes to try alternative solutions and	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way.



					a problem-solving process and make changes to improve their work.		make improvements to their work.	Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.
<b>Overview of Progression</b>								
<b>Generating ideas</b>	Talk about their ideas and explore different ways to record them using a range of media.	Talk about their ideas and explore different ways to record them using a range of media.	Explore their own ideas using a range of media.	Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.	Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.	Generate ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome.	Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome.	Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes.
<b>Sketchbooks</b>	Experiment in an exploratory way Access art materials in continuous provision.	Experiment in an exploratory way	Use sketchbooks to explore ideas.	Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.	Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.	Use sketchbooks purposefully to improve understanding, develop ideas and plan for an outcome.	Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently.	Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks.
<b>Making skills (Including formal elements)</b>	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.	Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. Make choices about which materials to use to create an	Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.	Confidently use of a range of materials and tools, selecting and using these appropriately with more independence. Use hands and tools confidently to	Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to	Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine



	<p>Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>Cut, thread, join and manipulate materials safely, focussing on process over outcome. Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</p>	<p>effect. Explore and analyse a wider variety of ways to join and fix materials in place. Develop observational skills to look closely and reflect surface texture</p>	<p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p>	<p>cut, shape and join materials for a purpose. Develop direct observation, for example by using tonal shading and starting to apply an understanding of shape to communicate form and proportion.</p>	<p>create 3D effects. Use growing knowledge of different materials, combining media for effect. Use more complex techniques to shape and join materials, such as carving and modelling wire. Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</p>	<p>Combine a wider range of media, eg photography and digital art effects. Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.</p>	<p>materials and techniques appropriately to fit with ideas. Work in a sustained way over several sessions to complete a piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p>
<p><b>Knowledge of Artists</b></p>	<p>Recognise that artists create varying types of art and use lots of different types of materials. Children look at the work of Hunderwasser and Frida Kahlo and the effects in their work.</p>	<p>Enjoy looking at and talking about art. Recognise that artists create varying types of art and use lots of different types of materials. Recognise that artists can be inspired by many things.</p>	<p>Describe similarities and differences between practices in Art and design, eg between painting and sculpture, and link these to their own work. Understand how artists choose materials based on their properties in order to achieve certain effects.</p>	<p>Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. Apply their own understanding of art materials learnt from artist work to begin purposefully choosing</p>	<p>Discuss how artists produced art in the past and understand the influence and impact of their methods and styles on art today, using their own experiences and historical evidence. Understand the limitations of tools and materials and be able to experiment within more than one medium and with tools to create textural effects. Consider how to display art work, understanding</p>	<p>Use subject vocabulary confidently to describe and compare creative works. Understand how artists use art to convey messages through the choices they make. Work as a professional designer does, by collating ideas to generate a theme.</p>	<p>Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Discuss how artists create work with the intent to create an impact on the viewer. Consider what choices can be made in their own work to impact their viewer</p>	<p>Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. Recognise how artists use materials to respond to feelings and memory and choose materials, imagery, shape and form to create personal pieces . Understand how</p>



				materials for a specific effect.	how artists consider their viewer and the impact on them.			art forms such as photography and sculpture continually develop over time as artists seek to break new boundaries.
<b>Evaluating and Analysing</b>	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	Talk about their artwork, stating what they feel they did well. Say if they like an artwork or not and begin to form opinions by explaining why	Describe and compare features of their own and others' artwork. Evaluate art with an understanding of how art can be varied and made in different ways and by different people.	Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made.	Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art. Discuss and begin to interpret meaning and purpose of artwork, understanding how artists can use art to communicate. Begin to carry out a problem-solving process and make changes to improve their work.	Use more complex vocabulary when discussing their own and others' art. Discuss art considering how it can affect the lives of the viewers or users of the piece. Evaluate their work more regularly and independently during the planning and making process	Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.	Give reasoned evaluations of their own and others' work which takes account of context and intention. Discuss how art is sometimes used to communicate social, political, or environmental views. Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. Independently use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work.