



Subject progression: Art

Year 1

| Subject area | Examples of skills |
|--|---|
| Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) <i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i> | <ul style="list-style-type: none">• Extend the variety of drawings tools• Explore different textures• Observe and draw landscapes• Observe patterns• Observe anatomy (faces, limbs) |
| Colour (painting, ink, dye, textiles, pencils, crayon, pastels) <i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i> | <ul style="list-style-type: none">• Name all the colours• Mixing of colours• Find collections of colour• Applying colour with a range of tools |
| Texture (textiles, clay, sand, plaster, stone) <i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i> | <ul style="list-style-type: none">• Weaving• Collage• Sort according to specific qualities• How textiles create things |
| Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) <i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i> | <ul style="list-style-type: none">• Construct• Use materials to make known objects for a purpose• Carve• Pinch and roll coils and slabs using a modelling media• Make simple joins |
| Printing (found materials, fruit/veg, wood blocks, press print, lino, string) <i>Picasso, Dan Mather, Andy Warhol</i> | <ul style="list-style-type: none">• Create patterns• Develop impressed images• Relief printing |
| Pattern (paint, pencil, textiles, clay, printing) <i>Joan Miro, Bridget Riley, Escher, Paul Klee</i> | <ul style="list-style-type: none">• Awareness and discussion of patterns• Repeating patterns• Symmetry |

Year 2

| Subject area | Examples of skills |
|---|--|
| <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p> | <ul style="list-style-type: none"> • Experiment with tools and surfaces • Draw a way of recording experiences and feelings • Discuss use of shadows, use of light and dark • Sketch to make quick records |
| <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p> | <ul style="list-style-type: none"> • Begin to describe colours by objects • Make as many tones of one colour as possible (using white) – • Darken colours without using black • Using colour on a large scale |
| <p>Texture (textiles, clay, sand, plaster, stone)</p> <p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p> | <ul style="list-style-type: none"> • Overlapping and overlaying to create effects • Use large eyed needles • Running stitches • Simple appliqué work • Start to explore other simple stitches • Collage |
| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p> | <ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal experiences and ideas • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in a 3-D form • work and that of other sculptors |
| <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><i>Picasso, Dan Mather, Andy Warhol</i></p> | <ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes |
| <p>Pattern (paint, pencil, textiles, clay, printing)</p> <p><i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p> | <ul style="list-style-type: none"> • Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning • natural and manmade patterns • Discuss regular and irregular |

Year 3

| Subject area | Examples of skills |
|---|--|
| <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p> | <ul style="list-style-type: none"> • Experiment with the potential of various pencils • Close observation • Draw both the positive and negative shapes • Initial sketches as a preparation for painting accurate drawings of people – particularly faces |
| <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p> | <ul style="list-style-type: none"> • Colour mixing • Make colour wheels • Introduce different types of brushes • Techniques- apply colour using dotting, scratching, splashing |
| <p>Texture (textiles, clay, sand, plaster, stone)</p> <p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p> | <ul style="list-style-type: none"> • Use smaller eyed needles and finer threads • Weaving • Tie dying, batik |
| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p> | <ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop – • Understanding of different adhesives and methods of construction • Aesthetics |
| <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><i>Picasso, Dan Mather, Andy Warhol</i></p> | <ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/patterns • Monoprinting • Colour mixing through overlapping colour prints |
| <p>Pattern (paint, pencil, textiles, clay, printing)</p> <p><i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p> | <ul style="list-style-type: none"> • Pattern in the environment • Design using ICT • Make patterns on a range of surfaces • Symmetry |

Year 4

| Subject area | Examples of skills |
|---|---|
| <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p> | <ul style="list-style-type: none"> • Identify and draw the effect of light • Scale and proportion • Accurate drawings of whole people including proportion and placement • Work on a variety of scales • Computer generated drawings |
| <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p> | <ul style="list-style-type: none"> • Colour mixing and matching; tint, tone, shade • Observe colours • Suitable equipment for the task • Colour to reflect mood |
| <p>Texture (textiles, clay, sand, plaster, stone)</p> <p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p> | <ul style="list-style-type: none"> • Use a wider variety of stitches • Observation and design of textural art • Experimenting with creating mood, feeling, movement • Compare different fabrics |
| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p> | <ul style="list-style-type: none"> • Plan and develop • Experience surface patterns / textures • Discuss own work and work of other sculptors • Analyse and interpret natural and manmade forms of construction |
| <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><i>Picasso, Dan Mather, Andy Warhol</i></p> | <ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print |
| <p>Pattern (paint, pencil, textiles, clay, printing)</p> <p><i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p> | <ul style="list-style-type: none"> • Explore environmental and manmade patterns • Tessellation |

Year 5

| Subject area | Examples of skills |
|---|---|
| <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p> | <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective |
| <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p> | <ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes |
| <p>Texture (textiles, clay, sand, plaster, stone)</p> <p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p> | <ul style="list-style-type: none"> • Use stories, music, poems as stimuli • Select and use materials • Embellish work • Fabric making • Artists using textiles |
| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p> | <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors |
| <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><i>Picasso, Dan Mather, Andy Warhol</i></p> | <ul style="list-style-type: none"> • Combining prints • Design prints • Make connections • Discuss and evaluate own work and that of others |
| <p>Pattern (paint, pencil, textiles, clay, printing)</p> <p><i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p> | <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes |

Year 6

| Subject area | Examples of skills |
|---|---|
| <p>Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <p><i>Leonardo Da Vinci, Vincent Van Gogh, Poonac</i></p> | <ul style="list-style-type: none"> • Effect of light on objects and people from different directions • Interpret the texture of a surface • Produce increasingly accurate drawings of people • Concept of perspective |
| <p>Colour (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><i>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i></p> | <ul style="list-style-type: none"> • Hue, tint, tone, shades and mood • Explore the use of texture in colour • Colour for purposes • Colour to express feelings |
| <p>Texture (textiles, clay, sand, plaster, stone)</p> <p><i>Linda Caverley, Molly Williams, William Morris, Gustav Klimt</i></p> | <ul style="list-style-type: none"> • Develops experience in embellishing • Applies knowledge of different techniques to express feelings • Work collaboratively on a larger scale |
| <p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <p><i>Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p> | <ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors |
| <p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <p><i>Picasso, Dan Mather, Andy Warhol</i></p> | <ul style="list-style-type: none"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists |
| <p>Pattern (paint, pencil, textiles, clay, printing)</p> <p><i>Joan Miro, Bridget Riley, Escher, Paul Klee</i></p> | <ul style="list-style-type: none"> • Create own abstract pattern to reflect personal experiences and expression • Create pattern for purposes |