

## Art Subject Discipline Progression

	EYFS	Year1	Year2	Year3	Year4	Year5	Year6
<b>Drawing</b> (pencil, charcoal, chalk, pastel, computing software)	<ul style="list-style-type: none"> <li>-Begin to use a variety of drawing tools.</li> <li>-Use drawings to tell a story</li> <li>-Investigate different lines</li> <li>-Explore different textures</li> <li>-Encourage accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>-Extend the variety of drawing tools</li> <li>-Explore different textures when drawing</li> <li>-Observe and draw patterns</li> <li>-Observational drawings (fossils &amp; sunflowers)</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a variety of tools and surfaces</li> <li>-Experiment with use of lines, marks and curves of different thicknesses.</li> <li>-Sketch to make quick recordings</li> <li>-simple drawings generated on the computer</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with the potential of various pencils</li> <li>-Close observational drawings</li> <li>-Initial sketches as a preparation for painting</li> <li>-Accurate drawings of people</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and draw the effect of light</li> <li>-Scale and proportion</li> <li>-work on a variety of scales</li> <li>-computer generated drawings</li> </ul>	<ul style="list-style-type: none"> <li>-Effect of light on objects and people from different directions</li> <li>- Interpret the texture of a surface</li> <li>-Produce increasingly accurate drawings</li> <li>-Concept of perspective</li> <li>- Sketch drawings with further accuracy</li> </ul>	<ul style="list-style-type: none"> <li>-Effect of light on objects and people from different directions</li> <li>-Interpret the texture of a surface</li> <li>- Produce increasingly accurate drawings</li> <li>-Concept of perspective</li> <li>- Sketch drawings with further accuracy</li> </ul>
<b>Painting</b> (colour mixing, tone, darken, mood)	<ul style="list-style-type: none"> <li>-Experimenting with primary colours</li> <li>-Naming colours</li> <li>-Mixing colours (not formally)</li> <li>-Learning to names of different tools that bring colour</li> <li>-Use a range of tools to make coloured marks</li> </ul>	<ul style="list-style-type: none"> <li>-Name all the colours</li> <li>-Mixing of colours</li> <li>-Find collections of colours</li> <li>-Applying colour with a range of tools</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to describe colours</li> <li>-Make many tones of one colour using white</li> <li>-Darken colours without using black</li> <li>-Using colour on a larger scale</li> <li>-Techniques – apply colour using dotting &amp; splashing.</li> </ul>	<ul style="list-style-type: none"> <li>-Colour mixing</li> <li>-Introduce different types of brushes to use with colour</li> </ul>	<ul style="list-style-type: none"> <li>-Colour mixing and matching; tint, tone and shade</li> <li>-Observe a variety of colours</li> <li>-Use complimentary colours to create effect</li> <li>-Use suitable equipment appropriate to the task</li> <li>-Use colour to reflect mood</li> </ul>	<ul style="list-style-type: none"> <li>-Use colour to reflect mood</li> <li>-Use a variety of tones and shades.</li> <li>-Explore the use of texture in colour</li> <li>-Colour for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>-Use colour to reflect mood</li> <li>-Use a variety of tones and shades.</li> <li>-Explore the use of texture in colour</li> <li>-Colour for different purposes</li> <li>-Colour to express feelings</li> </ul>
<b>Sculpture</b> (clay, Modroc)	<ul style="list-style-type: none"> <li>-Handling, feeling, enjoying and manipulating materials</li> <li>-Constructing</li> <li>-Building and destroying</li> <li>-Shape and model</li> </ul>	<ul style="list-style-type: none"> <li>-Construct</li> <li>-Use materials to make known objects for a purpose</li> <li>-Carve, pinch and roll using modelling materials such as clay</li> <li>-Create simple joins</li> <li>-Shape and form from direct observation using clay</li> </ul>	N/A	<ul style="list-style-type: none"> <li>-Shape form, model and construct malleable and rigid materials</li> <li>-Plan and develop</li> <li>-Understanding of different adhesives and methods of construction</li> <li>-Consideration of aesthetics</li> <li>-Decorative techniques</li> </ul>	<ul style="list-style-type: none"> <li>-Plan and develop</li> <li>-Shape form, model and construct malleable and rigid materials</li> <li>-Consideration of aesthetics</li> <li>-Decorative techniques</li> <li>-Model over an armature</li> </ul>	<ul style="list-style-type: none"> <li>-Plan and develop ideas</li> <li>-shape, form, model and join a variety of materials</li> <li>-Use observation and imagination to support planning and designing</li> <li>-Discuss and evaluate own work and that of others</li> </ul>	N/A
<b>Printing</b> (mono, relief, lino, repeated patterns)	<ul style="list-style-type: none"> <li>-Rubbings</li> <li>-Print with a variety of objects</li> <li>-Print with block colours-repeating patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Create patterns</li> <li>-Develop printing images</li> <li>-Print with a variety of colour</li> <li>-Print with an increasing range of objects</li> </ul>	N/A	N/A	<ul style="list-style-type: none"> <li>-Use sketchbooks for recording textures and patterns for print designs</li> <li>-Print with a range of materials</li> <li>-Compose mono-prints</li> <li>-Modify and adapt print</li> <li>-Colour mixing through overlapping colour print</li> </ul>	<ul style="list-style-type: none"> <li>-Design own prints</li> <li>-Discuss and evaluate their own work and work of others</li> </ul>	<ul style="list-style-type: none"> <li>-Build up drawings and imagines of whole or parts of items to create a print</li> <li>-Explore a range of printing techniques</li> <li>-Discuss and evaluate their own work and work of others</li> </ul>
<b>Collage</b> (cut, tear, layer, tessellate)	<ul style="list-style-type: none"> <li>-Handling, manipulating and enjoying using a variety of materials</li> <li>- Sensory experiences with a variety of textures</li> <li>-Create simple collages</li> <li>-Simple weaving activities</li> </ul>	<ul style="list-style-type: none"> <li>-Select materials for a purpose</li> <li>-Cut with scissors</li> <li>--Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Overlapping and overlaying to create effects</li> <li>-Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns</li> <li>-Cut and tear to create an effect</li> </ul>	<ul style="list-style-type: none"> <li>-Make patterns on a range of materials / surfaces</li> <li>- Cut, tear and manipulate materials</li> <li>-- compose and glue tesserae into a repetitive, symmetrical pattern</li> </ul>	<ul style="list-style-type: none"> <li>-Use appropriate tools to cut, tear and manipulate</li> <li>-Develop layers of materials to build complexity</li> </ul>	N/A	<ul style="list-style-type: none"> <li>-Work collaboratively as part of a group</li> <li>--Develop layers of materials to create an effect</li> <li>-Use appropriate tools to cut, tear and manipulate</li> </ul>
<b>Artists Studied in depth</b>	Andy Goldsworthy	-Van Gogh  <u>Contrasting artist</u> Monet – Waterlilies series (not as detailed)	-Paul Signac  <u>Contrasting artist</u> Clifford Possum Tjapaltjarri	Leonardo da Vinci  <u>Contrasting artist</u> Michelangelo	Andy Warhol  <u>Contrasting artist</u> Henry Matisse	Tudor portraits (often unknown artists)  <u>Contrasting artist</u> Pablo Picasso abstract portraits.	Takashi Murakami  <u>Contrasting artist</u> Katsushika Hokusai