St. Mary's Church of England Primary School, Fownhope

Progression of Knowledge and Skills in Art and Design

"What we nurture today flourishes tomorrow"

Year	Drawing	Printing	Painting	Collage	Sculpture
Year R	Make lines – steering, direction, control, line patterns with a variety of tools.	Use repeating or overlapping shapes. Use objects to create print, e.g. fruit, sponges	Explore mixing and naming colours. Experience adding white to a colour to create tonal shade.	Use a combination of materials that are cut torn and glued.	Use rolled up paper, straws, card and clay. Use rolling & cutting Manipulate and use playdough /plasticine. Experiment with 3D junk modelling
Year 1	Explore a variety of drawing materials including found. Explore mark making including observational and experimental drawing. Create lines of different thicknesses, add pattern and texture. **Draw soft toys/feathers.** **Become familiar with 2 or more drawing exercises.**	Use found objects to press into dough or plasticine to create texture. Use spoons/rollers to create pressure to make a print. Explore pattern, line, shape and texture.	Recognise primary colours and experience colour mixing to discover secondary colours. Explore mark making with paint using different tools. Use paint for observational and experimental painting. Explore thick, thin and textured paint. Discover interplay between materials: wax and watercolour. **Wax resist autumn leaves.**	Explore a variety of materials to create free collage. Tear and cut paper. Make pieces of work for a purpose: face/animal	Explore and invent ways for 2D to transform into 3D sculpture, e.g. folding work or collaging to become relief and cutting out 2D shapes to form a 3D structure. Deconstruct (scissors) and reconstruct (glue stick) **Making birds.** Explore modelling materials.
Year 2	Develop mark-making skills through experimentation with various drawing media; charcoal, pastels etc. Show different tones Explore a variety of stimuli, including close observation from primary & secondary source material, drawing from memory and imagination. **These might include figurative, still life and landscape.** Use drawings as basis for collage. Minibeast project Draw in response to story, poetry or music.	Explore simple mono printing techniques using carbon paper, using observational drawing skills and mark making skills	Continue to mix colours experientially and apply colour mixing skills to a project. To explore making light and dark tones by adding white. Use new knowledge and transfer it to other media – pastels. Explore painting on different surfaces, such as fabric and different scales. Create a variety of brush strokes by selecting an appropriate tool. **Van Gogh, Matisse, Mondrian.**	Create large shared collage. Select appropriate colour, paper. Refer to work from other cultures. **Possible artist, Matisse – Blue Nude.**	Explore how 2D can become 3D through "design through making." Cut simple shapes from card and use them to construct architectural forms
Year 3	Practise observational drawing from the figure, exploring careful looking, intention, seeing big shapes, drawing with gesture, and quick sketching **Roald Dahl/Quentin Blake.** Use design typography, Continue to familiarize with sketchbook / drawing exercises	Make own printing block – string, texture, card, masking tape. Make 2 colour print. Polystyrene mono-printing.	Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome Explore painting on new surfaces using colour as decoration e.g. Paint clay tiles	Explore paper quilling, making a given design. Create colour contrast pattern. **Possible artist, Kandinsky.**	Make an armature from paper and tape and use as the basis to explore modelling with Modroc to make sculpture, e.g. Roald Dahl and Quentin Blake sculpture resource Explore a simple clay technique such as making slab pieces, and decorate them relief patterns based upon observational drawing skills, e.g. Clay fruit tiles

					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). **Drawing and making flowers**
Year 4	Continue to familiarize with sketchbook/ drawing exercises. Let children describe how to undertake the ones they know as means of recap/reminder and introduce new ones, which are practiced regularly. 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 child's own interests/ affinities.	Design and make t-shirts, carrier bags, wrapping paper. Look at pattern in past times – Greek, Roman etc. Continue mono-printing techniques.	Create a one-off project sketchbook which can inform future sketchbook practice, consolidating old skills and introducing new skills (including: creating spaces and places in sketchbook to help creative thinking, exploring and revealing own creative journey from a shared starting point). Combine art forms such as collage, painting and printmaking in mixed media projects e.g. **Screen printing inspired by Matisse**	Explore curling, pleating, overlapping. Develop cutting skills to make repeated images: railings, windows etc.	Work with a modelling material (clay or plasticine) to create quick 3D figurative sketches from life or imagination. Combine with developing visual literacy skills so that the 3D sketches explore how we read and communicate emotion and idea, e.g. **Quick clay figurative sketches** Construct with a variety of materials (wool, string, twigs, found objects, paper etc.) exploring how to bring different media together, both technically and visually, e.g. **Building nests**
Year 5	Continue with the key drawing exercises. Show depth and scale. Observational drawing Identify how artists use line, shape and tone for a purpose. **Toulouse Lautrec**	Revisit previous print making. Explore where prints are seen. Make a collection of printed material. Continue block and mono-printing.	Paint on new surfaces (e.g. stone, fabric, walls, floors and work collaboratively to produce images in new contexts, e.g. **Communal summer picnic drawing** or **Treasured fossils**	Explore marks made through **collage** and construction. **'Inspired' by Miro**	Explore sculptural ideas of balance (physical and aesthetic) and creative risk taking and play, e.g. **Making sculpture and drawing** Explore how we *look at* and *respond to* things people have made, and then include this awareness when making sculpture e.g. **Inspired by Anglo Saxon houses**
Year 6	Continue with the key drawing exercises. Revisit still life. Develop drawing skills using observational drawing e.g. **Graphic inky still life** or **Still life in cubist style** Explore drawing and mark making on new surfaces, e.g. clay, linking to genres such as portraiture or landscape, e.g. **Exploring portraits**	Revisit ways of print making. Screen printing. Lino-printing – positive/negative images . Links with other cultures: Africa, India, **John Muafangejo**	Colour matching Use colour to convey mood - **Munch Rembrandt, Pre Raphaelite, Kahlo Gauguin**	Add collage to enhance and inform drawing and painting **Chagall** **Shadow puppets and whiteboards** and **Shadow puppet play**	Develop clay skills by creating pinch pots based upon still life observation, e.g. **Fruit pinch pots** Explore geometric design/pattern / structure, e.g. **Wave bowls**