

# Meldreth Primary Progression in Art & Design

## Drawing – line, pattern and texture & Prior Learning

**EYFS (Development Matters):** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

**KS1 (National Curriculum):** Pupils should be taught: ♣ 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**KS2 (National Curriculum):** 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. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>All About Me! 1,2,3, Go</b> experiment with mark making. They will know about and use more than one tool for this.</p> <p><b>Tell Me A Story: The First Christmas</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Once Upon a Time; Let's Celebrate</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>	<p><b>Self Portrait</b> discuss how artists have created different effects investigate how to make different marks using sketching pencils comment on how different grades of sketching pencil make different marks make a choice about which pencil I need to use for a purpose use a variety of media to create different effects apply a variety of techniques when drawing evaluate my work and the work of others</p>	<p><b>Observational Drawing and Sculpture</b> try out making different tones using pencils, chalk or charcoal.</p>	<p><b>Famous Buildings</b> create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling vary my shading further through my use of pressure comment on the patterns created in the architecture of St Basil's Cathedral recreate patterns using oil pastels and ink spot symmetry in the designs of famous buildings use tracing to create a symmetrical piece of art create texture in my artwork to reflect real-life buildings</p>	<p><b>Seurat</b> give a good description of what pointillism is experiment with a range of pointillism techniques apply pointillism techniques using different mediums evaluate techniques and mediums and say which one I prefer</p>	<p><b>Landscape Art</b> use vanishing points, horizon lines and construction lines to create perspective in my artwork sketch a landscape using linear perspective. use lines and patterns to create abstract artwork</p> <p><b>Frida Kahlo</b> describe the general proportions of a face use knowledge of proportions to complete a self-portrait understand that I can use light guidelines for a sketche to help structure sketches use light sketching lines to create a portrait</p>	<p><b>Recycled Art and Extreme Earth</b> be inspired by a material's texture and pattern use a combination of convex and convey lines to create a rounded effect use shading and lines to create a 3D effect</p> <p><b>Sculpting Vases</b> sketch designs to build up a portfolio of ideas take the light sources into account when sketching vases use my preferred shading technique to include dark areas in my sketches include the patterns and shapes in sketches of vases make detailed observations to sketch vases from different viewpoints</p>
<p><b>Yo Ho Ho: Down on the Farm</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><b>Bumpus Jumpus Dinosaur Rumpus</b></p>	<p><b>Henry Rousseau</b> sketch and draw plants and flowers in the style of Rousseau sketch and create a 'portrait-landscape' use my imagination to generate ideas for my sketch</p> <p><b>Land Art</b> use line drawing to form patterns</p>		<p><b>William Morris</b> recreate a wallpaper pattern in the style of William Morris explain what still life sketching is use soft, light sketching techniques to create a still life sketch adjust my pencil grip when sketching use careful observation skills to create a still life sketch</p>	<p><b>Plant Art</b> use my observational skills to create a detailed sketch of part of a plant understand that constant observation is important when creating a detailed sketch of a plant understand that attention to detail is important when creating a detailed sketch of a plant</p>	<p><b>Express Yourself</b> use sketching to represent different illustrated facial expressions make careful and precise observations to inform my sketching describe how lines and fonts can express an idea make choices based on different lines and fonts to create a desired effect</p>	<p><b>A Sense of Place</b> record a variety of features of a building or landscape draw lines, shapes and proportions with accuracy sketch my ideas, including the use of perspective to create depth develop a sketch in to a large composition enlarge a sketch design to a full size piece of art work by</p>

<p>make accurate facial representations using a range of resources</p> <p><b>Rumble in the Jungle</b></p> <p>safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>			<p>make observations about different sketching mediums understand how shading is linked to the light source in a drawing identify repeating patterns in wallpaper designs</p> <p><b>Cave Art</b></p> <p>understand that different surfaces have different textures draw and paint on textured surfaces</p>	<p>understand that patience is important when creating a detailed sketch of a plant discuss how to represent a plant as a piece of art follow simple instructions to create a more realistic sketch of a tree compare a sketch from my imagination, and a visually informed sketch and evaluate the differences</p>	<p>use different pressures and thicknesses to create a desired effect use grids to help me achieve the correct proportions in my sketches based on photographs</p>	<p>using the grid method or by eye</p>
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<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>I can't draw. Everyone can make marks; drawing is making marks. Not everyone can draw with precision and control, but everyone can draw.</li> </ul>	<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Black and white are colours - Black is absence of colour, and white is all the colours combined, in scientific terms.</li> <li>Art has to be "pretty."</li> </ul>
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# Painting, printing and colour & Prior Learning

**EYFS (Development Matters):** Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.

**KS1 (National Curriculum):** Pupils should be taught: ♣ 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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**KS2 (National Curriculum):** 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. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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.

EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>All About Me! 1,2,3, Go</b> know how to use mark making</p>	<p><b>Self Portrait</b> experiment with different kinds of paint and what effects I can create with them. comment on the effects different paints create say which kind of paint I prefer</p>	<p><b>Street Art and Cityscapes</b> paint and make things I have seen, remembered or imagined. experiment with basic tools on rigid and flexible materials.</p>	<p><b>Famous Buildings</b> comment on the colours in the design of St Basil's Cathedral and the effect is has on the design change the value of a colour by creating tints and shades create colour blocks using oil pastels</p>	<p><b>Seurat</b> use a variety of tools to create a pointillism painting use a variety of mediums to create a pointillism painting identify primary and secondary colours and explain how secondary colours are made identify tertiary colours on the colour wheel identify complementary colours on the colour wheel mix colours using the pointillism method make decisions about the subjects and colours of my artwork, giving reasons for my choices</p>	<p><b>Frida Kahlo</b> analyse aspects of a painting including mood and colour add paint to a sketched self-portrait to add colour and detail choose colours to express aspects of my personality choose colours to express aspects of communities I belong to</p>	<p><b>Recycled Art and Extreme Earth</b> be inspired by a material's colours experiment with and observe how different paints create different effects in my artwork select a suitable type of paint to decorate and finish my artwork identify the colours, features and materials used to create The Great Wave</p>
<p><b>Tell Me A Story: The First Christmas</b> know how to mix primary colours to make secondary colours using poster paints.</p>						
<p><b>Once Upon a Time; Let's Celebrate</b> know how to use and mix watercolour paints.</p>						
<p><b>Yo Ho Ho: Down on the Farm</b> know how to make a mono print</p>	<p><b>Land Art</b> name some natural materials sort items by material and colour use a variety of materials to create patterns and pathways choose the colours and medium for my work mix colours to create different shades and effects</p>	<p><b>Observational Drawing and Sculpture</b> paint and make things I have seen, remembered or imagined. use different techniques like carbon printing, relief, press and rubbings. experiment with basic tools on rigid and flexible materials.</p>	<p><b>Cave Art</b> identify primary and secondary colours and explain how secondary colours are made identify tertiary colours on the colour wheel explore ways of filling negative space use a variety of painting techniques</p>	<p><b>Plant Art</b> understand the difference between tints, shades and tones create tints, shades and tones to match a given colour use tints, shades and tones to create a piece of artwork transfer a sketching method into the medium of painting effectively understand what depth in an artwork is use colour and size to create the illusion of depth in my artwork</p>	<p><b>Landscape Art</b> experiment with different watercolour techniques to create effects paint a landscape using watercolours experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape create tints and shades using a variety of different mediums use tints and shades to create atmospheric perspective</p>	<p><b>Sculpting Vases</b> make appropriate choices when decorating vases understand how to create different effects using materials make decorative colour and pattern choices to fit a given theme</p>
<p><b>Bumpus Jumpus Dinosaur Rumpus</b> make accurate facial representations using a range of resources</p>						
<p><b>Rumble in the Jungle</b> safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>						

	<p><b>Henry Rousseau</b> Use natural materials to create prints create prints inspired by Rousseau's paintings</p>	<p><b>Colour creations and Paper Sculpture</b> paint and make things I have seen, remembered or imagined.</p>	<p><b>William Morris</b> describe the process of block printing explain how different colours are achieved when using block printing to create a design design and create a relief printing tile to be used for block printing use a printing tile I have made to create a repeating pattern identify why a print may not have come out correctly create a half drop pattern with my printing</p>	<p><b>Sonia Delauney</b> explain the difference between complementary and harmonious colours experiment with the use and effect of colours in their own artwork choose colours to use in my artwork based on if they are complementary or harmonious</p>	<p><b>Express Yourself</b> explain how colour can help to express different aspects of someone's personality identify emotions they feel, linked to a colour use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory experiment with using my fingerprints to create a unique piece of artwork vary the pressure and amount of paint I use when printing using my fingers to create different effects use overlapping and layering to create shadow in my painting</p>	
<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• Painting can only be done with a brush. - You can paint with anything, fingers, sticks, plants, etc. Creativity is key.</li> <li>• There is one set of primary colours. - In terms of drawing and painting the colours are red, blue and yellow. For printing and pigments, magenta, cyan and yellow are. If you mix an orangey tone red with blue, you will get brown not purple. You need to use a pinker tone of red (magenta) to get a true purple.</li> </ul>			<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>• To make something darker, add black. - Use colour mixing theory to make darker and lighter shades. It may be appropriate to add black to darken sometimes, but generally it will just make black</li> <li>• Artworks are only paintings. - A rubbish bin can be art, art is everywhere and in everything.</li> </ul>			

# Collage, Sculpture and 3D art & Prior Learning

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**KS2 (National Curriculum):** 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. Pupils should be taught: ♣ to create sketch books to record their observations and use them to review and revisit ideas ♣ 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.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>All About Me! 1,2,3, Go</b> use natural materials to create pictures/objects (mud pictures/leaf hats/instruments) know how to mould clay.</p> <p><b>Tell Me A Story: The First Christmas</b> create transient outside art-leaf pictures, ice art)</p> <p><b>Once Upon a Time; Let's Celebrate</b> know how to use different techniques to make 3D collages and sculptures use an increased range of natural resources in their creations</p>	<p><b>Y1 Self Portrait</b> use clay to create a self-portrait show an understanding and use of some basic clay skills begin to use tools to help me manipulate clay use coloured paper to create a collage self-portrait</p>	<p><b>Street Art and Cityscapes</b> make collages by folding, crumpling and tearing materials.</p>	<p><b>Famous Buildings</b> choose materials suitable to make a sculpture or collage of a famous building use my folding and cutting skills to recreate a simplified sculpture of a building</p>	<p><b>Sonia Delauney</b> experiment with coloured paper to create a collage make careful choices of the colours I use in collage to create a complementary or harmonious effect</p>	<p><b>Landscape Art</b> explain what collage is and how tearing paper can be used to create different effects create a torn paper collage of a landscape scene use different parameters to create torn paper collages, e.g. by altering the size of the paper</p>	<p><b>Recycled Art and Extreme Earth</b> experiment with different ways to join materials to make a 3-D piece of art select a suitable joining method when working with different materials look at different materials and make suggestions about how to use them in artwork use a material's existing shape to inspire artwork create an animal sculpture from recycled materials that lives in extreme conditions use layers of different materials to create a 3D effect</p>

<p><b>Yo Ho Ho: Down on the Farm</b> show control in using a range of tools to create still life</p> <p><b>Bumpus Jumpus Dinosaur Rumpus</b> use a range of natural resources to create large scale art work</p> <p><b>Rumble in the Jungle</b> know how to make different shades of the same colour. recognise shades of the same colour</p>	<p><b>Henry Rousseau</b> use paper to create a shoebox model of one of Rousseau's paintings use paper and other materials to create a mask use glue to help attach different parts to my mask and/or model</p>	<p><b>Colour creations and Paper Sculpture</b> experiment with basic tools on rigid and flexible materials. make collages by folding, crumpling and tearing materials.</p>	<p><b>Cave Art</b> manipulate clay to form a hand print</p>	<p><b>Plant Art</b> understand what a sculpture is and what different materials they can be made from define the differences between decorative and functional sculpture understand how slip can be used to join two pieces of clay use tools to make marks in the clay for decorative purposes add or remove bits of clay to create detail make my own simple sculpture from clay use layers of different colour paper to create a collage with depth</p>	<p><b>Express Yourself</b> use wire to create a sculpture of a person convey an emotion or specific body language in a wire sculpture</p>	<p><b>Sculpting Vases</b> practise techniques and the effects they create before attempting a final design choose and use appropriate techniques in clay work choose appropriate tools to add details to a design add clay to create details for a design experiment and develop control of tools and techniques choose tools, techniques and details which are most appropriate for a design use slabs of clay to create a container use the pinching technique to create a container work with control and accuracy follow a design to create a vase</p>
<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Sculptures are only made of clay. - Sculpture is any three-dimensional artwork.</li> </ul>			<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>Collage can only be paper.- Collage can include any medium, including everyday objects, mud, etc. (Look at the work of Anselm Kiefer for example)</li> </ul>			

# Responding to art work and using a sketchbook

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>All About Me! 1,2,3, Go</b> Share their creations, explaining the process they have used.</p> <p><b>Tell Me A Story: The First Christmas</b> Share their creations, explaining the process they have used.</p> <p><b>Once Upon a Time; Let's Celebrate</b> Share their creations, explaining the process they have used.</p>	<p><b>Self Portrait</b> explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more comment on how portraits by different artists make me feel understand that portraits can tell you about the person in them make decisions about what I want my self-portrait to say about me</p>	<p><b>Street Art and Cityscapes</b> give reasons for my opinions when I look at art/craft or design work. understand that different artistic works are made by craftspeople from different cultures and times. try out different activities and make sensible choices about what to do next. choose the right materials to use for my artwork and use them well.</p>		<p><b>Famous Buildings</b> understand the role of an architect discuss the shapes and structures of famous buildings around the world say if I like or dislike the design of a building explore the work of Sir Christopher Wren and his design of St Paul's Cathedral choose elements of a building's design to fit a purpose follow a design brief in own design of a building</p>	<p><b>Frida Kahlo</b> describe who Frida Kahlo is and give a brief summary of her work give my opinion of a painting or artist, giving reasons for my ideas describe the differences between a portrait and a self-portrait describe aspects of Mexican folk art identify aspects of the Mexican culture in Kahlo's artwork describe the aspects of the surrealist movement express my opinion of surrealism in paintings apply aspects of surrealism to artwork</p>	<p><b>Recycled Art and Extreme Earth</b> explore different pieces of recycled art comment on the message that a piece of art might be portraying say if I like or dislike a piece of art and why</p>
<p><b>Yo Ho Ho: Down on the Farm</b> Share their creations, explaining the process they have used.</p> <p><b>Rumble in the Jungle</b> explore and create art in the style of Antoni Gaudi</p>	<p><b>Land Art</b> talk about my artwork compare my work to that of Andy Goldsworthy and that of my peers</p>	<p><b>Observational Drawing and Sculpture</b> give reasons for my opinions when I look at art/craft or design work. understand that different artistic works are made by craftspeople from different cultures and times. try out different activities and make sensible choices about what to do next.</p>	<p><b>Cave Art</b> understand when and where art began describe the style of art cave people created evaluate own work</p>	<p><b>Plant Art</b> understand what a sculpture is and what different materials they can be made from define the differences between decorative and functional sculpture understand how slip can be used to join two pieces of clay use tools to make marks in the clay for decorative purposes add or remove bits of clay to create detail make a simple sculpture from clay</p>	<p><b>Landscape Art</b> identify vanishing points and horizon lines in landscape paintings explain how artists use linear and atmospheric perspective in their artwork comment on abstract landscapes and explain feeling about them create a selection of lines and patterns in a sketchbook to inform artwork discuss landscape artwork by famous artists, saying what feelings are about them</p>	<p><b>A Sense of Place</b> discuss the different styles used by well-known artists use the approach of well-known artists to inform my own work identify ways in which artists use perspective to manipulate a flat surface evaluate my work, stating what I think and feel about it make suggestions as to what I can do to improve my work comment on the work of others</p>

		choose the right materials to use for my artwork and use them well.		use layers of different colour paper to create a collage with depth	identify which medium has been used to create a piece of art make decisions about how to create a piece of landscape artwork based on the ideas gathered and techniques experimented with	
<b>Bumpus Jumpus</b> <b>Dinosaur Rumpus</b> explore and create art in the style of Joan Miro know how to use mark making to create in the style of Paul Klee	<b>Henry Rousseau</b> say who Henri Rousseau was and recall facts about his life discuss a painting by Henri Rousseau discuss and explain how I feel when looking at a Rousseau painting discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'	<b>Colour creations and Paper Sculpture</b> give reasons for my opinions when I look at art/craft or design work. understand that different artistic works are made by craftspeople from different cultures and times. try out different activities and make sensible choices about what to do next. choose the right materials to use for my artwork and use them well.		<b>Sonia Delauney</b> experiment with coloured paper to create a collage make careful choices of the colours I use in a collage to create a complementary or harmonious effect	<b>Express Yourself</b> respond and comment on different pieces of artwork discuss and comment on Kandinsky's colour theory discuss and give opinions on Chuck Close's painting techniques	
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>There are "good" and "bad" artists. - There is no such thing as a good or bad artist. Art is subjective and preferences are based on opinion.</li> </ul>			<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>Art is made to be admired and seen as beautiful. A lot of art is designed to challenge thinking and share difficult emotions. Some art is beautiful, but some is not.</li> </ul>			