

St George's Central CE Primary School and Nursery

Progression in Art and Design

Printing				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Enjoy printing with shapes, food, sponges etc. Learn to press and lift when printing. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Notice patterns with strong contrasts and be attracted by patterns. Use various objects, food etc to make patterns by printing. Be able to confidently recoat an item with paint to reprint. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects, including printing to express ideas. Print repeating patterns to produce an idea inspired by patterns observed or from own idea. 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. Make simple marks on rollers and printing palettes. Take simple prints i.e. mono –printing. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils. Build repeating patterns and recognise pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <p><u>Colour</u></p> <ul style="list-style-type: none"> Experiment with overprinting motifs and colour. <p><u>Texture</u></p> <ul style="list-style-type: none"> Make rubbings to collect textures and patterns. Use a range of materials creatively to design and make products. 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method. Create repeating patterns. Print with two colour overlays. 	<ul style="list-style-type: none"> Create printing blocks by simplifying an initial journal idea. Use relief or impressed method. Create prints with three overlay. Work into prints with a range of media e.g. pens, colour pens and paints.

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Painting				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Start to paint marks intentionally. Explore paint using fingers and other parts of the body as well as brushes and other tools. Express ideas and feelings through making marks and sometimes giving meaning to the marks made. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> Use paint to begin to create closed shapes with continuous lines and begin to use these shapes to represent objects. Paint with increasing complexity and detail, such as representing a face with a circle and including detail. Talk about the difference between colours and mix colours in an unplanned way to make new colours. 	<ul style="list-style-type: none"> Paint freely without a planned outcome. Use painting to represent ideas like movement or loud noises. Show different emotions in painting, like happiness, sadness, fear etc. Children begin to add more detail to their painting. Define colours, shapes, textures they see in the natural world through painting. Start to mix colours to achieve desired colour when painting. Represent what they can see and their own imaginative ideas when painting. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques e.g. layering, mixing media, scrapping through. Name different types of paint and their properties. <p><u>Colour</u></p> <ul style="list-style-type: none"> Identify primary and secondary colours by name. Mix primary shades and tones. Mix secondary colours. <p><u>Texture</u></p> <ul style="list-style-type: none"> Create textured paint by adding sand, plaster. 	<ul style="list-style-type: none"> Experiment with different effects and textures including: blocking in colour, washes, thickened paint creating textural effects. Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix colours and know which primary colours make secondary colours. Use more specific colour language. Mix and use tints and shades. 	<ul style="list-style-type: none"> Develop a painting from a drawing. Carry out preliminary studies, trying out different media and materials and mixing appropriate colours. Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music. <p><u>Colour</u></p> <ul style="list-style-type: none"> Mix and match colours to create atmosphere and light effects. Be able to identify and work with complementary and contrasting colours.
Sculpture				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> Use hands and fingers to shape and mould playdough. Squeeze, press and push the playdough to explore how it will move and shape. Experiment with clay. 	<ul style="list-style-type: none"> Manipulate malleable materials with hands and tools. Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading. Explore sculpture with a range of malleable media. Manipulate malleable materials for a purpose, e.g. pot, tile. 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination. Join clay adequately and construct a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work.

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<p>3 – 4 year olds</p> <ul style="list-style-type: none"> • Explore a variety of materials (playdough, clay, foam, wet sand, moon sand etc) to stimulate interest in modelling. • Begin to use tools to achieve a desired effect with modelling materials. • Join different materials and explore different textures. • Enjoy gluing natural and manmade materials together. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Begin to construct independently using junk materials, gluing, cutting and using sellotape. 	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools. <p><u>Form</u></p> <ul style="list-style-type: none"> • Experiment with constructing and joining recycled, natural and manmade materials. • Use simple 2-D shapes to create a 3-D form. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Change the surface of a malleable material e.g. build a textured tile. 	<ul style="list-style-type: none"> • Create surface patterns and textures in a malleable material. • Use papier mache to create a simple 3D object. 	<ul style="list-style-type: none"> • Develop skills in using clay including: slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media.
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Collage

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p>2 – 3 year olds</p> <ul style="list-style-type: none"> • Use glue to stick a variety of items, material, paper, beads, sequins etc to create a collage. <p>3 – 4 year olds</p> <ul style="list-style-type: none"> • Choose materials from a selection to achieve desired effect in collage. • Use collage materials to create a picture, actual or abstract. 	<ul style="list-style-type: none"> • Cut, shape and use a variety of materials, paper and loose parts to create a collage. • Use materials to create a planned effect. • Talk about what they are doing and what they want their collage to look like. 	<ul style="list-style-type: none"> • Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. • Arrange and glue materials to different backgrounds. • Sort and group materials for different purposes e.g. colour, texture. • Fold, crumple, tear and overlap papers. • Work on different scales. <p><u>Colour</u></p> <ul style="list-style-type: none"> • Collect, sort, name match colours appropriate for an image. <p><u>Shape</u></p> <ul style="list-style-type: none"> • Create and arrange shapes appropriately. 	<ul style="list-style-type: none"> • Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. • Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> • Add collage to a painted, printed or drawn background. • Use a range of media to create collages. • Use different techniques, colours and textures etc when designing and making pieces of work. • Use collage as a means of extending work from initial ideas.

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		<u>Texture</u> <ul style="list-style-type: none"> • Create, select and use textured paper for an image. 		
Textiles				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Explore different fabrics with a variety of colour and texture in Tuff trays. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Use fabrics with a variety of colour and texture to make collages with. • Use materials for a desired effect when representing objects natural or manmade for display or other purposes. • Use different fabrics and ribbons for weaving on a large scale. 	<ul style="list-style-type: none"> • Enjoy choosing materials for colour and texture for collage pictures. • Choose materials in different shades of a colour and sort materials for colour. • Weave with fabric or ribbons to create own material. • Print on materials to create a new effect. 	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape. • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting. • Cut and shape fabric using scissors/snips. • Apply shapes with glue or by stitching. • Apply decoration using beads, buttons, feathers etc. • Create cords and plaits for decoration. <p><u>Colour</u></p> <ul style="list-style-type: none"> • Apply colour with printing, dipping, fabric crayons. • Create and use dyes i.e. onion skins, tea, coffee. <p><u>Texture</u></p> <ul style="list-style-type: none"> • Create fabrics by weaving materials i.e. grass through twigs. 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. • Match the tool to the material. • Develop skills in stitching, cutting and joining. • Experiment with paste resist. 	<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles. • Experiment with batik techniques. • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.
Drawing (continuous)				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Start to draw marks intentionally. • Express ideas and feelings through making marks with a variety of drawing tools and sometimes give a meaning to the marks made. 	<ul style="list-style-type: none"> • Draw with a planned outcome. • Add detail to drawings. • Draw people with a head and body as well as legs, arms and detail on the face. 	<ul style="list-style-type: none"> • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. • Control the types of marks made with the range of media. 	<ul style="list-style-type: none"> • Experiment with ways in which surface detail can be added to drawings. • Use journals to collect and record visual information from different sources. 	<ul style="list-style-type: none"> • Work from a variety of sources including observation, photographs and digital images. • Work in a sustained and independent way to create a detailed drawing.

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<p>3 – 4 year olds</p> <ul style="list-style-type: none"> • Use drawing tools to begin to create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail , such as representing a face with a circle and including detail on the face. • Begin to look carefully to draw from observation. 	<ul style="list-style-type: none"> • Represent what they can see through drawing. • Draw from their own imaginative ideas. • Enjoy drawing from own desire to draw. • Improve drawings from direction and advice from an adult. • Explore a range of drawing materials e.g. range of pencils, pastels, charcoals, felt pens. 	<ul style="list-style-type: none"> • Name, match and draw lines/marks from observations and invent new lines. • Draw on different surfaces with a range of media. • Observe and draw shapes from observations. • Draw shapes in between objects Invent new shapes. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. • Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Begin to show an awareness of objects having a third dimension. • Experiment with different grades of pencil and other implements to achieve variations in tone. • Apply tone in a drawing in a simple way. • Create textures with a wide range of drawing implements. • Apply a simple use of pattern and texture in a drawing. 	<ul style="list-style-type: none"> • Develop close observation skills using a variety of view finders. • Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work. • Use dry media to make different marks, lines, patterns and shapes within a drawing. • Experiment with wet media to make different marks, lines, patterns, textures and shapes. • Explore colour mixing and blending techniques with coloured pencils. • Use different techniques for different purposes i.e. shading, hatching within their own work. • Start to develop their own style using tonal contrast and mixed media. • Begin to use simple perspective in their work using a single focal point and horizon. • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. • Show an awareness of how paintings are created i.e. composition.
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Exploring, developing and evaluating (continuous)

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<p><u>2 – 3 year olds</u></p> <ul style="list-style-type: none"> • Talk about what they are drawing, painting, making or creating. • Say what colour they want to use and what colour they are going to use next. • Look at their finished work and say whether they like it. <p><u>3 – 4 year olds</u></p> <ul style="list-style-type: none"> • Talk about what they are drawing, painting, making or creating. • Begin to talk about what colours, fabrics, materials, modelling pieces they want to use and why. • Talk about what they like about their work and what they could have done differently. 	<ul style="list-style-type: none"> • Talk about what drawing tools, colours, materials, collage materials etc they are using and why. • Work independently to create artwork in a variety of ways and review their work and alter it if desired. • Look at artists work and good examples from their peers and talk about why it is good to support their own future work. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. • Annotate work in journal. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observations. • Ask and answer questions about the starting points for their work. • Develop their ideas – try things out, change their minds. • Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • Review what they and others have done and say what they think and feel about it. • Identify what they might change in their current work or develop in future work.

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