

Art and design progression document

Bowesfield Primary

By the end of each year children should be able to-

EYFS (Reception)	
Exploring and using media and materials	<p>Explore what happens when they mix colours. Experiment to create different textures. Understand that different media can be combined to create new effects. Manipulate materials to achieve a planned effect. Construct with a purpose in mind, using a variety of resources. Use simple tools and techniques competently and appropriately. Select appropriate resources and adapts work where necessary. Select tools and techniques needed to shape, assemble and join materials they are using.</p>
Being Imaginative	<p>Create simple representations of events, people and objects. Initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Choose particular colours to use for a purpose. Introduce a storyline or narrative into their play.</p>

<p>Y1 Collage</p>	<p>Be able to experiment with and use found materials to create a range of linear visual effects. Working in the style of <i>Andy Goldsworthy</i> and developing an understanding of his linear work. Respond to the work of <i>Richard Long</i>. Developing overlapping and sticking skills. Understand the concept of hot and cold colours. Sort and select according to texture. Developing use of pupils' imagination. Discuss own work and that of others and developing images in response to the comments. Another artist focus - <i>Patrick Heron</i>.</p>
<p>Drawing</p>	<p>Produce marks using different tools and media. Understand that different marks can be made using a range of tools. Using different materials to make tools and using own tools for mark making. Understand that different surfaces may be used to produce an image. Analyse and describe an image to others. Trace lines in the air with the finger. Collect shapes through close observation. Respond to a story as a starting point for work. Understand the element of 'texture' and using different tools and media to show this in their work.</p>
<p>Painting</p>	<p>Mix paint to required consistency, using both Ready Mix and powder paint. Apply paint by using selected brush strokes. Understand the technique of mixing colours through adding small amounts of dark to light. Artist focus – <i>Jasper Jons</i>.</p>

<p>Y2 Collage</p>	<p>Mix primary colours to make secondary colours and beginning to recognise and use complementary colours. Develop knowledge and understanding of the work of <i>Matisse</i>. Work collaboratively on a large-scale image. Arrange primary and complementary in adjacent fashions. Create spiral forms. Understand and explore line as contour. Develop knowledge of the work of Bridget Riley and 'Op art'. Develop an understanding of <i>Bridget Riley's</i> use of line. Develop an understanding of the use of 'non-art' materials. Another artist focus - <i>Kurt Schwitters</i></p>
<p>Drawing</p>	<p>Use different marks in response to descriptive language. Understand that different marks can represent different moods and movements. Apply different marks in response to music. Apply different marks and lines in response to a piece of music and being able to use appropriate vocabulary. Understand how to represent texture by using a variety of different marks. Work co-operatively with a partner and accepting each other's ideas. Identify what they might change in their work. Artist focus - <i>Sayed HaiderRaza</i></p>
<p>Painting</p>	<p>Use primary colours light to dark to produce direct prints and overprinting with primary colours. Make and use stencils to produce negative prints. Use the techniques of dabbing and stroking to produce negative prints. Discuss own work and that of others. Artist focus - <i>Kandinsky</i> and <i>Anthony Frost</i></p>

<p>Y4 Collage</p>	<p>Describe the body positions of figures in motion using torn paper. Understand and explore the translucent nature of tissue papers. Use photographic images as a starting point for artwork. Develop and apply knowledge of the portrait work of <i>Francis Bacon</i>. Transpose imagery using different media and techniques. Understand that artists use different starting points for their work. Use objects from everyday life as a starting point for their own work. Overwork identical designs to produce unique state imagery. Work collaboratively to form a class image. Another artist focus – <i>Andy Warhol</i> and <i>Matisse</i>.</p>
<p>Drawing</p>	<p>Listen to a story and devising suitable graphic marks in response to what has been heard. Use viewfinders to select and analyse visual elements. Select and compose images, developing analytical observational skills. Explore graphic media and use their own work as reference to develop an image. Respond to <i>John Brunsdon</i> use of line to describe landscapes. Develop analytical skills and fine pencil control. Producing thick and thin lines and a variety of tonal qualities.</p>
<p>Painting</p>	<p>Compare and comment on their own and others' work. Explore ways of making and creating a range of light and dark colours from the primary and secondary range. Use specific painting techniques in response to the work of <i>Vincent Van Gogh</i>. Respond to ideas and techniques used by other artists. Compare and contrast images from a range of artists. Develop an understanding of abstract art. Develop an understanding of tonking and sgraffito techniques to develop work. Another artist focus – <i>Georgia O'Keefe</i>.</p>

<p>Y5 Collage</p>	<p>Develop understanding through exploratory and experimental approaches to collage techniques and processes. Use the viewfinder to select and record from direct observation. Select materials by colour and texture according to their intentions. Adapt and modify own work and comment on the work of others. Work in response to the images of <i>Dale Devereux Barker</i>. Develop understanding of symbols to represent meaning.</p>
<p>Drawing</p>	<p>Produce observational drawings using a range of media. Develop layering techniques using acetate and OHP markers. Use imagination and experience to construct and draw the unknown. Select and enlarge drawings. Experiment with the use of rubbers to draw in the negative. Work vigorously in line, mark and tone in response to the work of <i>Frank Auerbach</i>.</p>
<p>Painting</p>	<p>Make a multi-layered piece with a variety of media. Respond to the work of a contemporary artist. Use different techniques and materials to produce acetate overlay. Record and collect visual information to inform ideas. Understand the use of contrasting, adjacent colours. Explore the Fauvist use of colour. Know about the use of vibrant and unrealistic application of 'Fauvist' colours. Produce extended images by mixing and matching colours and patterns in response to a piece of patterned fabric. Artist to look at- <i>Chris Ofili</i>.</p>

<p>Y6 Collage</p>	<p>Collect visual information to help develop ideas using a sketchbook. Combine visual and tactile qualities of materials and match these to the purpose of their work. Talk about own work and that of others and develop and modify ideas in the light of these discussions. Respond to the work of <i>Pablo Picasso</i>. Compare ideas and approaches in their own and others' work. Review and modify work as it progresses. Another artist focus - <i>Gustav Klimt</i></p>
<p>Drawing</p>	<p>Make detailed, analytical observational drawings Enlarge own drawings and use selected media to develop work. Use an OHP to enlarge a selected photographic portrait. Understand the visual element of tone. Work collaboratively in a group. Develop and extend individual and group work. Respond to portraits from different times and styles.</p>
<p>Painting</p>	<p>Explore ideas in response to the work of <i>Patrick Heron</i>. Develop ideas in sketchbooks. Apply their knowledge and understanding of line, shape, colour and texture in developing a response to the work of <i>Patrick Heron</i>. Focus on line and contour in recording from direct observation. Respond to <i>Patrick Caulfield's</i> use of contour and flat colour. Work collaboratively on a large scale to produce a group piece. Develop understanding of the work of the Cubists and develop their own work in the Cubist style. Adapt and modify work as it progresses.</p>
<p>3D</p>	<p>Research the work of craftspeople and designers working in different times and cultures as a starting point for making a series of clay pendants. Apply knowledge and understanding of previously learned techniques.</p>