

Deer Park Primary School



Art and Design Progression Framework

Art and Design Whole School Curriculum Cycle

Key

**Drawing and
Painting**

Printing and Collage

**Textiles and 3D
Art**

Use of IT

Knowledge

Art and Design Year Cycle

Autumn

Spring

Summer

Portraits (A)

Portraits (B)

Printing (A)

Painting (B)

Painting (A)

Textiles (B)

EYFS

- Can they draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function?
- Can they safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?
- Can they share their creations, explaining the process they have used?
- Can they make use of props and materials when role-playing characters in narratives and stories.?

YEAR 1

- Can they communicate something about themselves in their drawing?
- Can they create moods in their drawings?
- Can they draw using pencil, crayons and use pastilles?
- Can they cut and tear paper and card for their collages?
- Can they gather and sort the materials they will need?
- Can they create individual and group collages?
- Can they use different kinds of materials on their collage and explain why they have chosen them?
- Can they use repeated patterns in their collage?
- Can they begin to demonstrate their ideas through photographs and in their sketch books?
- Can they describe what they can see and like in the work of another artist?
- Can they create a piece of work in response to another artist's work?

Artist: Arcimboldo

- Can they communicate something about themselves in their painting?
- Can they choose to use thick and thin brushes as appropriate?
- Can they paint a picture of something they can see?
- Can they name the primary and secondary colours?
- Can they mix and match colours, predict outcomes?
- Can they mix their own brown?
- Can they make tints by adding white?
- Can they make tones by adding black?
- Can they say how other artists have used colour, pattern and shape?
- Can they create a piece of work in response to another artist's work?

YEAR 1

Artist: Andy Warhol

- Can they print with sponges, vegetables and fruit?
- Can they print onto paper and textile?
- Can they design their own printing block?
- Can they create a repeating pattern?
- Can they create a print using pressing, rolling, rubbing and stamping?
- Can they create a print like a designer?
- Can they set out their ideas, using 'annotation' in their sketch books?
- Can they link colours to natural and man-made objects?
- Can they create a piece of work in response to another artist's work?

Artist: Monet

- Can they create moods in their drawings?
- Can they draw using pencil and crayons, charcoal and pastel?
- Can they create moods in their paintings?
- Can they draw lines of different shapes and thickness, using 3 different grades of pencil?
- Can they create different tones using light and dark?
- Can they show pattern and texture in their drawing?
- Can they use a viewfinder to focus on a specific part of an artefact before drawing it?
- Do they keep notes in their sketch books as to how they have changed their work?
- Can they create a piece of work in response to another artist's work?

Artist: Jackson Pollock

- Can they mix paint to create all the secondary colours?
- Can they use a simple painting program to create a picture?
- Can they use tools like fill and brushes in a painting package?
- Can they go back and change their picture?
- Can they create a picture independently?
- Can they use simple IT mark-making tools, e.g. brush and pen tools?
- Can they edit their own work?
- Can they take different photographs of themselves displaying different moods?
- Can they change their photographic images on a computer?
- Can they create a piece of work in response to another artist's work?

Artist: Henry Russeau

- Can they sort threads and fabrics?
- Can they group fabrics and threads by colour and texture?
- Can they weave with fabric and thread?
- Can they sew fabrics together?
- Can they join fabric using glue?
- Can they add texture by using tools?
- Can they make different kinds of shapes?
- Can they cut, roll and coil materials such as clay, dough or plasticine?
- Can they make a clay pot?
- Can they ask sensible questions about a piece of art?
- Can they create a piece of work in response to another artist's work?

Art and Design Year 1 and 2 Cycle

Autumn		Spring		Summer	
Portraits (A)	Printing (B)	3D Art (A)	Painting (B)	Use of IT Purple Mash: Unit 2.6 Creating Pictures (A)	Drawing (B)
<p>Artist: Picasso</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their drawing? •Can they create moods in their drawings? •Can they draw using pencil , crayons and use pastilles? •Can they cut and tear paper and card for their collages? •Can they gather and sort the materials they will need? •Can they create individual and group collages? •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? •Can they begin to demonstrate their ideas through photographs and in their sketch books? •Can they describe what they can see and like in the work of another artist? •Can they create a piece of work in response to another artist's work? 	<p>Artist: William Morris</p> <ul style="list-style-type: none"> •Can they print with sponges, vegetables and fruit? •Can they print onto paper and textile? •Can they design their own printing block? •Can they create a repeating pattern? •Can they create a print using pressing, rolling, rubbing and stamping? •Can they create a print like a designer? •Can they set out their ideas, using 'annotation' in their sketch books? •Can they link colours to natural and man-made objects? •Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread? •Can they sew fabrics together? •Can they join fabric using glue? •Can they add texture by using tools? •Can they make different kinds of shapes? •Can they cut, roll and coil materials such as clay, dough or plasticine? •Can they make a clay pot? •Can they ask sensible questions about a piece of art? •Can they create a piece of work in response to another artist's work? 	<p>Artist: Lowry</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their painting? •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? •Can they name the primary and secondary colours? •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black? •Can they say how other artists have used colour, pattern and shape? •Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> •Can they use a simple painting program to create a picture? •Can they use tools like fill and brushes in a painting package? •Can they go back and change their picture? •Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer? •Can they create a piece of work in response to another artist's work? 	<ul style="list-style-type: none"> •Can they create moods in their drawings? •Can they draw using pencil and crayons, charcoal and pastel? •Can they draw lines of different shapes and thickness, using 3 different grades of pencil? •Can they create different tones using light and dark? •Can they show pattern and texture in their drawing? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? •Do they keep notes in their sketch books as to how they have changed their work? •Can they create a piece of work in response to another artist's work?

Art and Design Year 3 and 4 Cycle

Autumn		Spring		Summer	
Famous Buildings (A)	Sculpture (B)	Levers and linkages (A)	Drawing, Sketching and Painting (B)	Painting, Drawing and Sketching (A)	Printing (B)
<ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they create a background using a wash? •Can they use a range of brushes to create different effects? •Can they cut very accurately? •Can they create a piece of art work which includes the integration of digital images they have taken? •Do they use their sketch books to adapt and improve their original ideas? •Can they make notes in their sketch books about techniques used by artists? •Can they explore work from other periods of time? 	<ul style="list-style-type: none"> •Do they experiment with and combine materials and processes to design and make 3D form? •Can they begin to sculpt clay and other mouldable materials? •Can they use early textile and sewing skills as part of a project? •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities? •Can they use the internet to research an artists or style of art? •Do they keep notes about the purpose of their work in their sketch books? •Can they compare the work of different artists? •Can they explore work from other periods of time? 	<p>Moving posters</p> <ul style="list-style-type: none"> •Can they add onto their work to create texture and shape? •Can they work with life size materials? •Can they create pop-ups? •Can they use more than one type of stitch? •Can they join fabric together to form a quilt using padding? •Can they use sewing to add detail to a piece of work? •Can they add texture to a piece of work? •Can they combine graphics and text based on their research? •Can they use their sketch books to express feelings about a subject and describe likes and dislikes? 	<p>Artist: Matisse, Kehinde Wiley</p> <ul style="list-style-type: none"> •Can they show facial expressions in their drawings? •Can they begin to show facial expressions and body language in their sketches? •Can they use different grades of pencil shade, to show different tones and texture? •Can they predict with accuracy the colours that they mix? •Do they know where each of the primary and secondary colours sits on the colour wheel? •Can they use mosaic? •Can they produce a montage all about themselves? •Can they compare the work of different artists? •Can they experiment with different styles which artists have used? 	<ul style="list-style-type: none"> •Can they use their sketches to produce a final piece of work? •Can they write an explanation of their sketch in notes? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Do they successfully use shading to create mood and feeling? •Can they create mood in their paintings? •Can they create all the colours they need? •Can they use the printed images they take with a digital camera and combine them with other media to produce art work? •Can they use their sketch books to express their feelings about various-subjects and outline likes and dislikes? •Can they explore work from other cultures? •Can they explain art from other periods of history? 	<p>Artist: Andy Warhol</p> <ul style="list-style-type: none"> •Can they make a printing block? •Can they make a 2 colour print? •Can they print using at least four colours? •Can they create an accurate print design? •Can they print onto different materials? •Can they overlap materials? •Can they experiment using different colours? •Can they suggest improvements to their work by keeping notes in their sketch books?

Art and Design Year 5 and 6 Cycle

Autumn		Spring		Summer	
Texture, shape and pattern— Greta Artists—Landscapes (A)	Texture, shape and pattern— Greta Architects (B)	Painting, Drawing and Sketching (A)	Textiles (B)	Sculpture (A)	Painting, Drawing and Sketching (B)
<p>Artists: Van Gogh, Katsushika Hokusai, Paul Cezanne, David Hockney</p> <ul style="list-style-type: none"> •Can they identify and draw simple objects, and use marks and lines to produce texture? •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement?•Can they show reflections? •Can they explain why they have chosen specific materials to draw with? •Can they experiment with different styles that artists have used? •Do they learn about the work of others by looking at artists' work in books, the internet, visits to galleries and other sources of information? 	<p>Artists: Antoni Gaudi, Frank Gehry, Jeanne Gang</p> <ul style="list-style-type: none"> •Can they print using a number of colours? •Can they create a piece of art work which includes the integration of digital images they have taken? •Can they combine graphics and text based on their research? •Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? •Can they scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? •Can they make a record about the styles and qualities in their work? •Can they include technical aspects in their work, e.g. architectural design? 	<ul style="list-style-type: none"> •Can they create all the colours they need? •Can they create mood in their paintings? •Can they express their emotions accurately through their painting and sketches? •Can they explain why they have combined different tools to create their drawings? •Can they explain why they have chosen specific drawing techniques? •Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others? 	<ul style="list-style-type: none"> •Can they print onto different materials? •Can they create an accurate print design that meets a given criteria? •Do they look very carefully at the methods they use and make decisions about the effectiveness of their printing methods? •Can they overprint using different colours? •Do they experiment with and combine materials and processes to design and make 3D form? •Can they use textile and sewing skills as part of a project, e.g. hanging, textile book, etc.? This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery. 	<ul style="list-style-type: none"> •Can they sculpt clay and other mouldable materials? •Can they create models on a range of scales? •Can they create work which is open to interpretation by the audience? •Can they include both visual and tactile elements in their work? •Can they use ceramic mosaic to produce a piece of art? •Can they combine visual and tactile qualities? •Can they justify the materials they have chosen? •Can they combine pattern, tone and shape? •Can they create a piece of art which can be used as part of a wider presentation? •Can they say what their work is influenced by? 	<ul style="list-style-type: none"> •Can they explain what their own style is? •Can they use a wide range of techniques in their work? •Can they explain why they have chosen specific painting techniques? •Do their sketches communicate emotions and a sense of self with accuracy and imagination? •Do their sketch books contain detailed notes and quotes •Do they compare their methods to those of others and keep notes in their sketch books? explaining about items? •Do they combine graphics and text based research of commercial design, e.g. magazines etc., to influence the layout of their sketch books? •Do they adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations in their sketch books?