

Art & Design Progression Document

The Horsell Village School



Our curriculum should inspire and challenge children.

We should teach them the knowledge and skills to experiment and create their own works of art.

We need to teach them to think critically and develop a more rigorous understanding of art and design.

We need to teach them to know and understand how art and design has contributed to and shaped our culture, history and wealth as a nation.

Early Years

	Overview	Drawing	Painting	Other areas
Knowledge	<ul style="list-style-type: none"> Encourage children to notice features in the natural world. Help them to define colours, shapes, texture and smells in their own words. Discuss children's responses to what they see. Provide a range of materials and tools and teach children to use them with care and precision. Promote independence, taking care not to introduce too many new things at once. 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. 	<ul style="list-style-type: none"> Look at the work of artists and illustrators. 	<p><u>Collage:</u></p> <ul style="list-style-type: none"> Discussing how they can be used. <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> Develop understanding of a variety of materials. 	
Skills		<ul style="list-style-type: none"> Observational drawings of the plants and animals. Drawing what they can see, beginning to think about line and shape. Use a range of pencils for different effects, develop mark making skills. 	<ul style="list-style-type: none"> Teach colour mixing skills systematically to enable the children to use the colours they see around them. Use a range of different brushes or objects. <p><u>Collage:</u></p> <ul style="list-style-type: none"> Collecting and sorting a variety of materials Developing manipulative skills, e.g. Cutting, tearing, sticking. <p><u>Printing:</u></p> <ul style="list-style-type: none"> Printing with found objects. Begin to sequence to make a pattern. Explore textured surfaces and make rubbings <p><u>Sculpture:</u></p> <ul style="list-style-type: none"> Explore modelling using clay, plasticine, dough, sand. Exploring and assembling reusables. Selecting materials, tools and adhesives appropriately. 	

Year 1				
Knowledge	Learn about artists and respond to their work. Discuss and develop vocabulary Plan and evaluate			
	Drawing	Painting	Sculpture	Other techniques:
Knowledge	<ul style="list-style-type: none"> Know appropriate vocabulary: pattern, line, tone, shape, colour. Know the names of different tools that can be used when drawing. 	<ul style="list-style-type: none"> Know appropriate vocabulary: paint, painting, shade, hue, primary colours, palette. Know the names of double primaries. Know that different tools suit different purposes 	<ul style="list-style-type: none"> Know appropriate vocabulary: shape, form Begin to name materials and tools used. Explore rigid/resistant materials e.g. card, rolled paper, wood, wire, plastic. Explore other materials such as Modroc or papier mâché. 	<p>Printing:</p> <ul style="list-style-type: none"> Choose resources and materials, using them to stimulate and develop ideas. <p>Collage:</p> <ul style="list-style-type: none"> Discussing and selecting for a variety of purposes.
Skills	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Represent shapes in relation to other shapes with an awareness of space and volume Explore the use of line, shape and colour to suggest, shape, volume and texture. Use 2 different grades of pencil shade to show different tones and texture. 	<ul style="list-style-type: none"> Explore colour mixing and use colour expressively. Begin to control paint consistency. Explore different brush sizes and types. Use the WASPP technique. 	<ul style="list-style-type: none"> Using slabs of clay creating simple joins. Add embellishment/marks. Experiment with modelling using clay, plasticine, dough, sand. Construct forms with card, packaging materials, paper, soft, wire, plaster, bandage, wood, selecting materials, tools and adhesives appropriately. 	<p>Printing:</p> <ul style="list-style-type: none"> Make an incised block, to press print with. Begin to build up blocks using card, string, hessian etc. <p>Collage:</p> <ul style="list-style-type: none"> Collecting and sorting a variety of material Combining collage with other techniques

Year 2				
Knowledge	Learn about artists and respond to their work. Discuss and develop vocabulary Plan and evaluate			
	Drawing	Painting	Sculpture	Other techniques:
Knowledge	<ul style="list-style-type: none"> Know appropriate vocabulary: pattern, line, tone, shape, texture, colour Know the names of different tools that can be used when drawing. Know the difference between a drawing and design (design being a plan to make) 	<ul style="list-style-type: none"> Know appropriate vocabulary: paint, painting, shade, hue, primary colours, palette. Know the names of double primaries and secondary colours they can be made. Be able to mix a wider range of colours More subtle paint consistency e.g. A range of reds. Know that different tools suit different purposes and can be used in different ways. Develop increased control of tools and techniques. 	<ul style="list-style-type: none"> Know about appropriate vocabulary: form, space Know some materials that can be used to sculpt. 	<p>Collage:</p> <ul style="list-style-type: none"> Make choices about how to represent visual images and ideas, feelings and meanings showing increased complexity
Skills	<ul style="list-style-type: none"> Use a variety of tools and techniques with increased control. Use different grades of pencil shade to show different tones and texture. Begin to layer different media. Experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> Make choices about how to represent visual images and ideas, feelings and meanings showing increased complexity. Use the WASPP technique. 	<ul style="list-style-type: none"> Develop increased control of modelling and slab techniques and joining clay techniques. Represent a visual image in 3D showing increased complexity. Construct/represent an artefact/environment. Using mixture of wire and modroc. 	<p>Printing:</p> <ul style="list-style-type: none"> Develop increased control of materials and techniques Make choices about how to represent visual images and ideas, feelings and meanings showing increased complexity Modify blocks, repeats, rotations, reworking prints, two colour prints

	<ul style="list-style-type: none">• Develop an original drawing or design and select appropriate tools and materials on a variety of scales.• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.			<ul style="list-style-type: none">• Begin to visualise the outcome of a print (reverse to original design – positive and negative space).• To reproduce a planned design and use to embellish weaving or embroidery <p><u>Collage:</u></p> <ul style="list-style-type: none">• Represent colour, shape and texture.• Challenge to explore new ways of using materials e.g. crumple, fold, overlap, fray, pleat.
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