

Progression EYFS to Year 6

Art and Design Curriculum



Expected by the end of EYFS

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build upon previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.

Physical Development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Develop overall body-strength, balance, coordination and agility.

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
1	Aut	Mark Making	<ul style="list-style-type: none"> • I can explore ways of drawing lines between two points • I can experiment with how I hold a pencil when sketching • I can discuss what a line is • I can use adjectives to describe lines • I can experiment with pressure when drawing pencil lines • I can experiment with different kinds of pencils and observe the different marks they make • I can create different repeated line patterns • I can discuss and comment on the 	<ul style="list-style-type: none"> • I can hold a paintbrush correctly when painting • I know what 'loading' the paintbrush is • I know how to create a smooth sweeping brushstroke • I can use paint to create differently shaped lines • I can use my paintbrush to create lines of different thicknesses • I can experiment with different ways to make marks using a paintbrush 		<ul style="list-style-type: none"> • I can explore how Kandinsky used different lines in his artwork • I can discuss how a line or a dot can be a piece of art using the story 'The Dot' by Peter H Reynolds • I can discuss the artworks of Paul Klee and say what I like and dislike about them • I can spot different mark making techniques in Klee's work • I can attempt to recreate some of the mark making in Klee's artwork

			<p>texture in artwork</p> <ul style="list-style-type: none"> • I can use rubbing to recreate texture 			
I	Spr	Colour Creations		<ul style="list-style-type: none"> • I can name a variety of colours • I can choose a favourite colour and give reasons for my choices • I know what primary colours are • I know what secondary colours are • I can mix primary colours to make secondary colours • I know how to create lighter shades of colour • I know how to create darker shades of colour • I can use a paintbrush to make basic marks using paint • I can use paint to create artwork in the style of an artist we have studied 	<ul style="list-style-type: none"> • I can use collage to create artwork inspired by Piet Mondrian • I can use collage and mixed media to create artwork inspired by Wassily Kandinsky 	<ul style="list-style-type: none"> • I can say if I like or dislike Piet Mondrian's art • I can spot similarities and differences between different pieces by Mondrian • I can create a piece of art inspired by Mondrian • I can comment on Kandinsky's use of colour to create effects • I can create a piece of art inspired by Kandinsky

1

Sum

Self
Portrait

- I can discuss how artists have created different effects
- I can investigate how to make different marks using sketching pencils
- I can comment on how different grades of sketching pencil make different marks
- I can make a choice about which pencil I need to use for a purpose
- I can use a variety of media to create different effects
- I can apply a variety of techniques when drawing
- I can evaluate my work and the work of others and identify strengths and weaknesses

- I can experiment with different kinds of paint and what effects I can create with them.
- I can comment on the effects different paints create
- I can say which kind of paint I prefer

- I can use clay to create a self- portrait
- I can show an understanding and use of some basic clay skills
- I can begin to use tools to help me manipulate clay
- I can use coloured paper to create a collage self-portrait

- I can explore portraits by a variety of artists, including Matisse, Kahlo, Rembrandt, Van Gogh, Opie and more
- I can comment on how portraits by different artists make me feel
- I understand that portraits can tell you about the person in them
- I can make decisions about what I want my self- portrait to say about me
- I can say what I like and dislike about different portraits

Year	Term	Scheme of work	Drawing - Line, pattern and texture	Painting, printing and colour	Collage, sculpture and 3-D art	Responding to artwork and using a sketchbook
2	Aut	Yayoi Kusama	<ul style="list-style-type: none"> • I can experiment with different materials to make marks • I can make attempts to mimic the art of a famous artist • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can follow instructions to create the basis for my sketching • I can make visual observations to inform my sketches 	<ul style="list-style-type: none"> • I can experiment with different mediums to create a polka dot pattern • I can experiment with the kind of polka dot patterns I am making • I can describe and make observations on a piece of artwork's colour and pattern • I can make choices about the tools I will use when painting 	<ul style="list-style-type: none"> • I can develop my scissor/cutting skills when cutting out circles • I can use paper art to recreate an installation piece by Yayoi Kusama • I can comment on the shape/form of 3-D objects and sculptures • I can use the rolling technique effectively to manipulate clay • I can recreate the form of a pumpkin, inspired by Kusama's sculptures 	<ul style="list-style-type: none"> • I can join in discussions about a famous artist's work • I can remember and give some facts about Yayoi Kusama • I can respond appropriately to a piece of art by Yayoi Kusama • I can say if I like or dislike a piece of artwork
2	Spr	Earth Art	<ul style="list-style-type: none"> • I can identify repeating patterns in rangoli patterns • I can identify repeating patterns in mandala patterns • I can spot the symmetry in mandala patterns 	<ul style="list-style-type: none"> • I know that natural materials can be used to make different mark making materials, including paints • I can experiment with different ways to paint a rock • I can comment on the colours of natural materials and how this can add to my artwork • I can use given colours to finish a mandala pattern 	<ul style="list-style-type: none"> • I can describe what a sculpture is • I can comment on what different sculptures are made from • I can use natural materials such as twigs and sticks to create a sculpture • I can recreate rangoli patterns using natural materials such as leaves • I can use clay to create imprints of natural materials such as leaves • I can describe what weaving is • I can create a simple loom • I can weave using interesting natural materials • I can recreate a mandala using natural materials • I can use natural materials to create a 	<ul style="list-style-type: none"> • I can name ways that rocks were used in ancient artworks • I understand what is meant by 'abstract' artwork • I can comment on the patterns created in woven rugs and tapestry • I can discuss and explore mandalas with the class • I can comment on the shapes, colours and patterns I can see in a mandala

					collage scene	
2	Sum	Henri Rousseau	<ul style="list-style-type: none"> • I can sketch and draw plants and flowers in the style of Rousseau • I can sketch and create a 'portrait-landscape' • I can use my imagination to generate ideas for my sketch 	<ul style="list-style-type: none"> • I can use natural materials to create prints • I can create prints inspired by Rousseau's paintings 	<ul style="list-style-type: none"> • I can use paper to create a shoebox model of one of Rousseau's paintings • I can use paper and other materials to create a mask • I can use glue to help me attach different parts to my mask and/or model 	<ul style="list-style-type: none"> • I can say who Henri Rousseau was and recall facts about his life • I can discuss a painting by Henri Rousseau • I can discuss and explain how I feel when looking at a Rousseau painting • I can discuss portraits, landscapes, and Rousseau's genre of 'portrait-landscape'

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3	Aut	William Morris	<ul style="list-style-type: none"> • I can recreate a wallpaper pattern in the style of William Morris • I can explain what still life sketching is • I can use use soft, light sketching techniques to create a still life sketch • I can adjust my pencil grip when sketching • I can use careful observation skills to create a still life sketch • I can make observations about different sketching mediums • I understand how shading is linked to the light source in a drawing • I can identify repeating patterns in wallpaper designs 	<ul style="list-style-type: none"> • I can describe the process of block printing • I can explain how different colours are achieved when using block printing to create a design • I can design and create a relief printing tile to be used for block printing • I can use a printing tile I have made to create a repeating pattern • I can identify why a print may not have come out correctly • I can create a half drop pattern with my printing 		<ul style="list-style-type: none"> • I can find similarities and differences between the different works of William Morris • I can analyse an existing piece of artwork using language associated with Art and Design • I can describe what the Arts and Crafts movement was and explain why it was founded • I can comment on why I had to make changes to my design
3	Spr	Famous Buildings	<ul style="list-style-type: none"> • I can create areas of light and dark in my sketches using different shading methods such as hatching, cross-hatching, stippling and scumbling • I can vary my shading further through my use of pressure • I can comment on the patterns created in the architecture of St Basil's Cathedral • I can recreate patterns using oil pastels and ink • I can spot symmetry in the designs of famous buildings • I can use tracing to create a symmetrical piece of art • I can create texture in my artwork to reflect real-life buildings 	<ul style="list-style-type: none"> • I can comment on the colours in the design of St Basil's Cathedral and the effect it has on the design • I can change the value of a colour by creating tints and shades • I can create colour blocks using oil pastels 	<ul style="list-style-type: none"> • I can choose materials I think would be suitable to make a sculpture or collage of a famous building • I can use my folding and cutting skills to recreate a simplified sculpture of a building 	<ul style="list-style-type: none"> • I understand the role of an architect • I can discuss the shapes and structures of famous buildings around the world • I can say if I like or dislike the design of a building • I can explore the work of Sir Christopher Wren and his design of St Paul's Cathedral • I can choose elements of a building's design to fit a purpose • I can follow a design brief in my own design of a building

3	Sum	Seurat and Pointillism	<ul style="list-style-type: none"> - I can give a good description of what pointillism is - I can experiment with a range of pointillism techniques - I can apply pointillism techniques using different mediums - I can evaluate techniques and mediums and say which one I prefer 	<ul style="list-style-type: none"> - I can use a variety of tools to create a pointillism painting - I can use a variety of mediums to create a pointillism painting - I can identify primary and secondary colours and explain how secondary colours are made - I can identify tertiary colours on the colour wheel - I can identify complementary colours on the colour wheel - I can mix colours using the pointillism method - I can make decisions about the subjects and colours of my artwork, giving reasons for my choices 	<ul style="list-style-type: none"> - I can explain who George Seurat was and why he was famous - I can state how I feel about a piece of artwork and justify my thoughts - I can experiment with a range of techniques and methods for creating Pointillism - I can state which method I prefer and why - I can name some Pointillist artists - I can identify Pointillism in pieces of art - I can give reasons for my choices of colour and subject in my artwork - I can apply what I have learnt about Pointillism to create my own piece of artwork - I can evaluate my finished artwork and compare it to that of my peers
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4	Aut	Plant Art	<ul style="list-style-type: none"> - I can use my observational skills to create a detailed sketch of part of a plant - I understand that constant observation is important when creating a detailed sketch of a plant - I understand that attention to detail is important when creating a detailed sketch of a plant - I understand that patience is important when creating a detailed sketch of a plant - I can discuss how to represent a plant as a piece of art - I can follow simple instructions to create a more realistic sketch of a tree - I can compare a sketch from my imagination, and a 	<ul style="list-style-type: none"> - I understand the difference between tints, shades and tones - I can create tints, shades and tones to match a given colour - I can use tints, shades and tones to create a piece of artwork - I can transfer a sketching method into the medium of painting 	<ul style="list-style-type: none"> - I understand what a sculpture is and what different materials they can be made from - I can define the differences between decorative and functional sculpture - I understand how slip can be used to join two pieces of clay - I can use tools to make marks in the clay for decorative purposes - I can add or remove bits of clay to create detail 	<ul style="list-style-type: none"> - I can identify an artwork that is visually pleasing to me - I can give my personal opinion of different artwork - I can listen to others' opinions of artworks, and try to see their point of view - I can describe what a botanical illustration is and why they were first created - I can discuss and respond to Georgia O'Keeffe's artwork and how she used tones in her artwork - I understand how artists create the illusion of depth in their artwork

			visually informed sketch and evaluate the differences	effectively <ul style="list-style-type: none"> • I understand what depth in an artwork is • I can use colour and size to create the illusion of depth in my artwork 	<ul style="list-style-type: none"> • I can make my own simple sculpture from clay • I can use layers of different colour paper to create a collage with depth 	<ul style="list-style-type: none"> • I can design my artwork and give reasons for my choices • I can use my previous experience of different mediums to make decisions about my artwork
4	Spr	Sonia Delaunay		<ul style="list-style-type: none"> • I can explain the difference between complementary and harmonious colours • I can experiment with the use and effect of colours in their own artwork • I can choose colours to use in my artwork based on if they are complementary or harmonious 	<ul style="list-style-type: none"> • I can experiment with coloured paper to create a collage • I can make careful choices of the colours I use in my collage to create a complementary or harmonious effect 	<ul style="list-style-type: none"> • I can remember facts about Sonia Delaunay • I can express my opinion about an artist or artwork • I can discuss and answer questions about an artist and their artwork • I can describe what Orphism art is • I can discuss and explain how Sonia Delaunay created a feeling of movement in her artwork • I can explain my opinion of Sonia Delaunay's fashion designs • I can create my own designs in the style of Sonia Delaunay • I can recognise the influence Sonia Delaunay's work has had on both fashion and modern art
4	Sum	Recycled Art	<ul style="list-style-type: none"> • I can be inspired by a material's texture and pattern 	<ul style="list-style-type: none"> • I can be inspired by a material's colours • I can experiment with and observe how different paints create different effects in my artwork • I can select a suitable type of paint to decorate and finish my artwork 	<ul style="list-style-type: none"> • I can experiment with different ways I can join materials to make a 3-D piece of art • I can select a suitable joining method when working with different materials • I can look at different materials and make suggestions about how I could use them in my artwork • I can use a material's existing shape to inspire my artwork 	<ul style="list-style-type: none"> • I can explore different pieces of recycled art • I can comment on the message that a piece of art might be portraying • I can say if I like or dislike a piece of art and why

				<ul style="list-style-type: none">- I can create a simple animal sculpture from recycled materials	
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5	Aut	Chinese Art	<ul style="list-style-type: none"> . I can use visual information to make sketches of different styles of traditional Chinese art . I can explain the importance of lines in Chinese art in relation to the Four Gentlemen . I can use drawing and shading skills to recreate a terracotta warrior . I can identify patterns, images and styles associated with Ming porcelain . I can follow simple instructions to draw a Chinese dragon . I understand that I can use construction lines to map out the basic shape of my sketches . I understand what a light source is and how this affects shading . I can practise my shading in relation to a light source 	<ul style="list-style-type: none"> . I can identify some colours commonly used in Chinese art . I can discuss and describe different brushstrokes used in artwork and how they might have been created . I can practise a variety of brushstrokes to improve technique . I can apply my brush control when creating artwork . I understand the importance of line and brushstrokes in Chinese Art . I can create Chinese calligraphy characters using the correct brushstroke sequence . I can begin to use different paints and inks for different purposes 	<ul style="list-style-type: none"> . I can use simple rolling and pinching techniques to manipulate salt dough . I can form simple shapes to create the base of my model . I can attach two pieces of salt dough with the help of materials such as matchsticks to reinforce joins . I can add pieces of salt dough to my base to create relief details . I can use tools to create details in my salt dough or clay model . I can carve a piece of clay to create the shape of my terracotta warrior . I can use tools to help me shape and manipulate my clay . I can add clay to my model to get the correct shape 	<ul style="list-style-type: none"> . I can identify and record sketches of some themes commonly used in traditional Chinese art . I can discuss traditional Chinese artwork and say what I think and feel about it . I understand the significance of the dragon in Chinese culture . I can explain what the Terracotta Army is and why it is famous . I know when the Ming dynasty was in power and why their porcelain is famous
5	Spr	Frida Kahlo	<ul style="list-style-type: none"> . I can describe the general proportions of a face . I can use my knowledge of proportions to complete a self-portrait . I understand that I can use light guidelines for my sketches to help structure my sketches . I can use light sketching lines to create my portrait 	<ul style="list-style-type: none"> . I can analyse aspects of a painting including mood and colour . I can add paint to a sketched self-portrait to add colour and detail . I can choose colours to express aspects of my personality . I can choose colours to express aspects of communities I belong to 		<ul style="list-style-type: none"> . I can describe who Frida Kahlo is and give a brief summary of her work . I can give my opinion of a painting or artist, giving reasons for my ideas . I can describe the differences between a portrait and a self-portrait . I can describe aspects of Mexican folk art . I can identify aspects of the Mexican culture in Kahlo's artwork . I can describe the aspects of the surrealist movement . I can express my opinion of surrealism in paintings . I can apply aspects of surrealism to my own artwork

5 Sum Street Art

. I can use sketching and shading to add details to my designs

- . I can select contrasting colours using the colour wheel to help me
- . I can choose colours to create the biggest 'standout' effect
- . I can use use impression printing to create a piece of repeated printed artwork
- . I can create a stencil
- . I can use a stencil to create a piece of artwork
- . I can use more than one stencil to create a layered effect in my artwork

- . I can take part in a discussion about graffiti and if it is an art form or not
- . I can design my own tag reflecting what I have seen in existing artwork
- . I can experiment with the size, value and shape of my designs in my sketchbook
- . I can use my sketchbook to create designs for street art in a specific area
- . I can discuss the messages that are portrayed in some pieces of art
- . I can create my own piece of satirical artwork
- . I can explore the work of Banksy

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6	Aut	Landscape Art	<ul style="list-style-type: none"> . I can use vanishing points, horizon lines and construction lines to create perspective in my artwork . I can sketch a landscape using linear perspective. . I can use lines and patterns to create abstract artwork 	<ul style="list-style-type: none"> . I can experiment with different watercolour techniques to create effects . I can paint a landscape using watercolours . I can experiment with a variety of mediums, including watercolours and pastels, to explore how the medium changes the effect of a landscape . I can create tints and shades using a variety of different mediums . I can use tints and shades to create atmospheric perspective 	<ul style="list-style-type: none"> . I can explain what collage is and how tearing paper can be used to create different effects . I can create a torn paper collage of a landscape scene . I can use different parameters to create torn paper collages, e.g. by altering the size of the paper I am using 	<ul style="list-style-type: none"> . I can identify vanishing points and horizon lines in landscape paintings . I can explain how artists use linear and atmospheric perspective in their artwork . I can comment on abstract landscapes and explain what I feel about them . I can create a selection of lines and patterns in my sketchbook to inform my artwork . I can discuss landscape artwork by famous artists, saying what I think and feel about them . I can identify which medium has been used to create a piece of art . I can make decisions about how to create a piece of landscape artwork based on the ideas I have gathered and techniques I have experimented with
6	Spr	Sculpting Vases	<ul style="list-style-type: none"> . I can sketch designs to build up a portfolio of ideas . I can take the light sources into account when sketching vases . I can use my preferred shading technique to include dark areas in my sketches . I can include the patterns and shapes in my sketches of vases . I can make detailed observations to sketch vases from different viewpoints 	<ul style="list-style-type: none"> . I can make appropriate choices when decorating vases . I understand how to create different effects using materials . I can make decorative colour and pattern choices to fit a given theme 	<ul style="list-style-type: none"> . I can practise techniques and the effects they create before attempting my final design . I can choose and use appropriate techniques in my clay work . I can choose appropriate tools to add details to my design . I can add clay to create details for my design . I can experiment and develop my control of tools and techniques . I can choose tools, techniques and details which are most appropriate for my design . I can use slabs of clay to create a container . I can use the pinching technique to create a container . I can work with control and accuracy . I can follow a design to create a vase 	<ul style="list-style-type: none"> . I can identify different features of a vase's design . I can describe and assess vases made by designers . I can gather ideas for use in my own work . I can incorporate design ideas or themes into my own designs . I can identify ways in which I could improve my work . I can evaluate and adjust my designs

6

Sum

Express Yourself

- . I can use sketching to represent different illustrated facial expressions
- . I can make careful and precise observations to inform my sketching
- . I can describe how lines and fonts can express an idea
- . I can make choices based on different lines and fonts to create a desired effect
- . I can use different pressures and thicknesses to create a desired effect
- . I can use grids to help me achieve the correct proportions in my sketches based on photographs

- . I can explain how colour can help to express different aspects of someone's personality
- . I can identify emotions they feel, linked to a colour
- . I can use colour and shape to illustrate emotions, feelings and ideas to create my own colour theory
- . I can experiment with using my fingerprints to create a unique piece of artwork
- . I can vary the pressure and amount of paint I use when printing using my fingers to create different effects
- . I can use overlapping and layering to create shadow in my painting

- . I can use wire to create a sculpture of a person
- . I can convey an emotion or specific body language in my wire sculpture

- . I can respond and comment on different pieces of artwork
- . I can discuss and comment on Kandinsky's colour theory
- . I can discuss and give my opinions on Chuck Close's painting techniques