



Curriculum Progression in Art & Design

BEAVER GREEN PRIMARY SCHOOL

Suggested materials/ tools that can be used throughout the progression of Art.	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing: Pencils, charcoal, inks, chalk, chalk pastels, oil pastels, computing software	I can begin to develop an effective pencil grip. I can create lines with support. I can use shapes and lines to represent people or objects. I can begin to include some basic features such as eyes, hair, limbs etc.	I can begin to hold a pencil effectively. I can begin to control lines. I can begin to do observational drawings. I can draw lines of different thickness using two different grades of pencils. I can experiment with blending, shading and tone.	I can hold a pencil effectively. I can begin to control lines and draw shapes. I can complete observational drawing - to include some details with support. I can draw lines of different thickness using three different grades of pencils. I can experiment with blending, shading and tone, showing light and dark.	I can draw lines and shapes independently. I can complete observational drawings - to include detail. I can experiment and draw using a range of different pencils to include various grades and colours.	I can draw lines and shapes independently. I can complete observational drawing - to include detail, with increasing confidence. I can experiment and draw using a range of different pencils to include various grades and colours. Giving consideration to scale.	I can draw lines and shapes independently. I can complete observational drawing - to include detail and some use of different sketch pencils with confidence. I can experiment and draw using a range of different pencils to include various grades and colours. Giving consideration to scale and texture.	I can draw lines and shapes independently. I can complete observational drawing - to include detail and use of different sketch pencils independently with confidence. I can experiment and draw using a range of different pencils to include various grades and colours. Giving consideration to scale, texture and perspective.
Painting: Ready mix paint, watercolours, acrylics, variety of brushes, rollers, spray paint, action art tools, (string, marbles etc.), natural objects for printing, sand and glue to change paint texture, colour palettes, stencils.	I can use gross motor movements to make large marks. I can explore paint (including different types of paint, powder, water etc) using a variety of tools, hands etc. with support. I can name colours with support.	I can begin to hold a paintbrush effectively. I can begin to choose appropriate colours for a task. I can recognise the primary colours with support.	I can hold a paintbrush effectively. I can choose appropriate colours for a task. I can recognise primary colours independently.	I can use fine and thick paint brushes. I can choose appropriate colours, considering shades for a task with support. I can recognise primary colours independently and mix secondary colours with some support.	I can use fine and thick paint brushes and other tools to create an effect. I can choose appropriate colours, shades for a task independently. I can recognise primary colours and mix secondary colours independently.	I can use fine and thick paint brushes and other tools to create an effect. Using different techniques (e.g. pointillism, splatter, action art techniques). I can choose appropriate colours, tones/ shades for a task. I can recognise primary and secondary colours and mix tertiary colours with support.	I can use a wide range of painting techniques, including a variety of brushes, action art tools and printing. I can choose appropriate colours, considering tones/ shades for a task with confidence. I can recognise primary and secondary colours and mix tertiary colours independently.

<p><u>Sculpture/ Collage:</u> Modelling media: clay, plasticine, modroc, boxes, wire, paper, card, dough, decoupage</p>	<p>I can explore a range of materials such as pasta, shells, tissue, fabric.</p> <p>I can talk about what I am doing and use vocabulary such as smooth, rough, bumpy.</p> <p>I can use a variety of materials such as boxes, playdoh etc.</p> <p>I can manipulate materials in different ways, such as rolling, kneading, pressing, pinching etc.</p>	<p>I can begin to select materials for a given task.</p> <p>I can experiment with sculpture/ 3D pieces with support.</p> <p>I can cut, roll and coil using modelling media.</p> <p>I can make simple joins.</p>	<p>I can select suitable materials from a small range for a given task.</p> <p>I can experiment with sculpture/ 3D pieces.</p> <p>I can shape and form modelling materials from observation.</p> <p>I can make joins.</p>	<p>I can select suitable materials from a wide range for a given task with support.</p> <p>I can create sculptures/ 3D pieces with support.</p> <p>I can sculpt with modelling materials, adding texture.</p> <p>I can use adhesives to help join materials when constructing sculptures</p>	<p>I can select suitable materials from a wide range for a given task.</p> <p>I can create sculptures/ 3D pieces independently.</p> <p>I can sculpt with a variety of media to create a 3D form. Including texture, joins, fine detail.</p>	<p>I can select suitable materials from a wide range according to their qualities.</p> <p>I can create sculptures/ 3D pieces independently using a wide range of mixed media with increasing confidence.</p> <p>I can manipulate, sculpt and join with a variety of media to create a 3D form. Including texture, fine detail and showing consideration to proportion.</p>	<p>I can select suitable materials from a wide range according to their qualities with confidence.</p> <p>I can create sculptures/ 3D pieces using a wide range of mixed media with confidence.</p> <p>I can manipulate, sculpt and join with a variety of media to create a 3D form. Including texture, fine detail and showing consideration to proportion and scale.</p>
<p><u>Known Artists and Designers:</u> Try to use a mix of past and present artists and designers. Use books, videos, pictures to support. Consider visits to galleries/ exhibitions.</p>	<p>I can look at the work of famous artists with support.</p>	<p>I can look at the work of famous artists and designers with support.</p> <p>I can look at the work of famous artists and consider similarities to my own work with support.</p> <p>I can say what I like/ dislike about the work of famous artists.</p>	<p>I can look at the work of famous artists, designers and craft-makers with support.</p> <p>I can look at the work of famous artists, designers and craft makers and consider similarities and differences to my own work with support.</p> <p>I can say what I like/ dislike about the work of famous artists, designers and craft makers.</p>	<p>I can look at the work of famous artists, designers, architects and craft-makers with minimal support.</p> <p>I can look at the work of famous artists, designers and craft makers and identify similarities and differences to my own work with minimal support.</p> <p>I can say what effect the work of famous artists, designers and craft makers have on me.</p>	<p>I can look at the work of famous artists, designers, architects and craft-makers with independence.</p> <p>I can look at the work of famous artists, designers and craft makers and identify similarities and differences to my own work with increasing confidence.</p> <p>I can talk about the impact of artists, designers and craft makers, saying what I think they are trying to express in their art.</p>	<p>I can look at the work of famous artists, designers, architects and craft-makers independently with increasing confidence.</p> <p>I can look at the work of famous artists, designers and craft makers and identify similarities and differences to my own work through discussion.</p> <p>I can talk about the impact of artists, designers and craft makers, saying what I think they are trying to express in their art. I can research their work online to gain further knowledge.</p>	<p>I can look at the work of famous artists, designers, architects and craft-makers with confidence.</p> <p>I can look at the work of famous artists, designers and craft makers and identify similarities and differences to my own work through discussion. experimentation and an increasing awareness of differing styles.</p> <p>I can talk about the impact of artists, designers and craft makers, saying what I think they are trying to express in their art. I can research their work online and in books to gain further knowledge.</p>
<p><u>Sketchbooks:</u> All year groups from 1 - 6 should have sketchbooks that are used throughout the year. These should include evidence of children learning skills and collecting information/ research, prior to creating final pieces where appropriate.</p>		<p>I can begin to collect ideas in sketchbooks with support.</p>	<p>I can collect some ideas in sketchbooks to help me create pieces of artwork.</p>	<p>I can collect ideas in sketchbooks with some annotations to help me create my pieces of art.</p>	<p>I can collect ideas in a sketchbook with some annotation and review, using this to help me create pieces of art.</p> <p>I can improve on my original ideas.</p>	<p>I can collect ideas in sketchbooks, then annotate and review these, using them to help me create pieces of art.</p> <p>I can improve on my original ideas, using research to inspire me.</p>	<p>I can collect ideas in sketchbooks, then annotate, review and analyse these to produce creative works.</p> <p>I can improve on my original ideas, using research to inspire me.</p>