**Langdon Primary School – Progression in Art and Design (2019)**



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Year R | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Painting | * Naming colours.
* Identify primary colours.
* Explore mixing colour.
* Experiment with colours.

. | * Use thick and thin brushes appropriately.
* Mix primary colours to make secondary.
* Add whites to make tints and black to make shades.
* Create colour wheels e.g. Jackson Pollock, Kandinsky, Van Gough
 | * Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
* Mix colours effectively.
* Use watercolour paint to produce washes for backgrounds then add detail.
* Experiment with creating mood with colour
* E.g. Rothko, Kandinsky, Warhol
 | * Sketch (lightly) before painting to combine line and colour.
* Create a colour palette based upon colours observed in the natural or built world.
* Combine colours, tones, and tints to enhance the mood of a piece.
* Use brush techniques and the qualities of paint to create texture.
* Develop a personal style of painting, drawing upon ideas from artists e.g. Lowry, Warhol, Bansky, Mosely
 |
| PatternSuggested artistsJoan MIRO, Bridget RILEY, ESCHER, Paul KLINE | * Repeating patterns.
* Irregular painting patterns
* Simple symmetry
 | * Awareness and discussion of patterns
* Repeating patterns
* Symmetry
* Experiments with folding, repeating, overlapping, regular and irregular patterning
* Natural and manmade patterns
* Discuss regular and irregular
 | * Design
* Using ICT
* Make patterns on a range of surfaces
* Symmetry
* Explore environmental and manmade patterns
* Tessellation
 | * Create own abstract pattern to reflect personal experiences and expression
* Create pattern for purposes
 |
| Collage | * Express their ideas in original ways.
* Simple collages.
* Simple weaving.
 | * Use a combination of materials that are cut, torn and glued.
* Sort and arrange materials.
* Mix materials to create texture e. Paul Klee
 | * Select and arrange materials for a striking effect.
* Ensure work is precise where appropriate.
* Use coiling, overlapping, tessellation, mosaic and montage e.g. Matisse, Picasso.
 | * Mix e.g. rough and smooth, plain and patterned
* Combine visual and tactile qualities, e.g. Escher, Matisse, Malevich.
* Use ceramic mosaic materials and techniques.
 |
| Sculpture | * Explore a variety of materials playdough, wet sand and modelling clay.
 | * Use a combination of shapes.
* Include lines and texture.
* Use rolled up paper, straws, paper, card and clay as materials.
* Use techniques such as rolling, cutting, moulding and carving. E.g. Andy Goldsworthy.
 | * Create and combine shapes to combine recognisable forms.
* Include textures that convey feelings, expression of movement e.g. Turner.
* Use clay and other mouldable materials.
* Add materials to provide interesting detail.
 | * Show life-like qualities and real life proportions or, if more abstract, provoke different interpretations.
* Use tools to carve and add shapes, texture and pattern.
* Combine visual and tactile qualities.
* Use frameworks (such as wire or moulds) to provide stability and form, e.g. Colder.
 |
| Drawing | * Begin to use a variety of drawing tools.
* Encourage accurate drawings of people.
* Use drawings to tell a story.
* Explore different textures.
 | * Extend the variety of drawing tools.
* Draw lines of different sizes and thickness.
* Colour own work neatly between the lines.
* Show pattern and texture by adding dots and lines.
* Show different tones by using coloured pencils.
* Observe and draw a landscape.
 | * Use different hardness of pencils to show line, tone and texture.
* Annotate sketches to explain and elaborate ideas.
* Sketch lightly (no need to use a rubber) to correct mistakes.
* Use shading to show light and shadow.
* Use hatchling and cross hatchling to show tone and texture, e.g. Joan Miro.
 | * U sunlight).se a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of light.
* Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work e.g. realistic or impressionist.
* Use lines to represent movement.
 |
| Printing | * Rubbings
* Print with a variety of objects: Natural or man made
* Print with block colours in the style of Mondrian.
 | * Create patterns: repeating or overlapping
* Develop impressed images
* Relief printing
* Mimic printing from the environment e.g. wallpaper
 | * Use layers of two or more colours
* Replicate patterns observed in the environment
* Make printing blocks e.g. coiled string glued on a wooden block
* Make precise repeating patterns e.g. Warhol/(Morris see Karen Capell)
 | * Build up layers of colour
* Create an accurate pattern, showing fine detail
* Screen printing
* Explore printing techniques from different artists
 |
| Textiles | * Simple weaving
 | * Use weaving to create a pattern
* Use plaiting
* Colour fabric
* Use basic cross stitch and back stitch
 | * Use dip dye techniques
* Quilt, pad and gather fabric
* Explore artists using textiles
 | * Choose from a range of stitching techniques
 |
| Digital Media | * Use colour box tool on Purple Mash t create images
 | * Use a range of tools to create different textures, lines, tones, colours and shapes.
 | * Create images, videos and sound recordings and explain why they are created
 | * Enhance digital media by editing including sound, video, animation, still image, and installations
 |