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



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|  | 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 |
| Pattern  Suggested artists  Joan 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 |