



# Parwich Primary School

## Art Progression Grid



### Art Intent

At Parwich Primary, we believe every child is an artist and that Art and Design is an important part of the children's entitlement to a broad and balanced curriculum. Creating art develops creativity, extends skills, expands a child's ability to interact with the world around them and provides a new set of skills for self-expression and communication. Additionally, at Parwich, we also believe creating art allows children to work through feelings and emotions, and referring to a finished piece of artwork helps a child talk about feelings in a new and meaningful way.

A high-quality Art and Design lesson should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

Our intent is to ensure all pupils produce creative, imaginative work. Children will have the opportunity to explore their ideas and record their experiences in sketch books, as well as exploring the work of others, developing their knowledge of famous artists, designers and craft makers. This will help develop their interest and curiosity about art and design and evaluate different creative ideas.

Children will become confident and proficient in a variety of techniques including drawing, painting, sculpting, textiles (sewing and weaving), printing and collage.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

### Aims

The national curriculum for art and design aims to ensure that all pupils:



1. Produce creative work, exploring their ideas and recording their experiences
2. Become proficient in drawing, painting, sculpture and other art, craft and design techniques
3. Evaluate and analyse creative works using the language of art, craft and design
4. Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## EYFS – see Development Matters 2021 for detailed examples of how to support learning in EYFS

**Expressive Arts and Design** – The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

0-3 YEARS	3-4 YEARS	Reception Class
<ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Start to develop pretend play, pretending that one object represents another.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.</li> <li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>• Develop their own ideas and then decide which materials to use to express them.</li> <li>• Join different materials and explore different textures.</li> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</li> <li>• Explore colour and colour mixing.</li> <li>• Show different emotions in their drawings – happiness, sadness, fear, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</li> <li>• Use drawings to tell a story from retelling or from imagination.</li> <li>• Investigate different lines - thick, thin, wavy, straight.</li> <li>• Explore different textures and experiment with mark making to illustrate these.</li> <li>• Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers).</li> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> </ul>

Areas of Study	Key Stage 1		Key Stage 2					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<b>Drawing</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Experiment with traditional and non-traditional materials.</li> <li>Experiment with mark making.</li> <li>Use different sized paper and explore using hands, arms and whole body to draw.</li> <li>Use basic shapes and different lines to represent observed, imagined and remembered ideas and things.</li> <li>Draw what is seen.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Record clearly, observable light and dark areas.</li> <li>Draw shapes and lines to represent observations and ideas.</li> <li>Record some detail using lines and shading.</li> <li>Apply pressure to tools to create tones.</li> <li>Work on a sustained drawing, reviewing and refining.</li> </ul>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Record shapes and lines with some degree of accuracy from observation.</li> <li>Record differences in texture and tone.</li> <li>Work on a sustained drawing.</li> <li>Review and refine the drawing.</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Record shapes and lines from observation.</li> <li>Show where objects overlap and create a sense of perspective.</li> <li>Use tone and use a range of tones including shadows.</li> <li>Observe and record details and show different textures.</li> </ul>		<p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>Record more complex shapes and lines from observation.</li> <li>Show where objects overlap and create a sense of perspective.</li> <li>Record forms and lines.</li> <li>Use scale and shading to show perspective.</li> <li>Use tone and use a range of tones including shadows.</li> <li>Observe and record details and show different textures.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>Record a broad range of tones.</li> <li>Use appropriate styles of shading and mark making for the task.</li> <li>Show textures, shapes and lines.</li> <li>Use drawing pencils in a range of values.</li> <li>Show perspective and depth in drawing.</li> <li>Work on a sustained piece of work and review and refine to improve.</li> </ul>			

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<b>Colour</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>Know the names of all the colours.</li> <li>Begin to introduce mixing of colours to make new colours.</li> <li>Find collections of colour – different sorts of green, blue, purple etc.</li> <li>Use language to evaluate – light/dark.</li> <li>Continue to explore applying colour with a range of tools.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’.</li> <li>Make as many tones of one colour as possible using primary colours and white.</li> <li>Darken colours without using black.</li> <li>Mix colours to match those of the natural world – colours that might have a less defined name.</li> <li>Experience using colour on a large scale: A3, A2, playground.</li> </ul>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>Build on KS1 - Extend exploring colour mixing to applying colour mixing.</li> <li>Make colour wheels to show primary and secondary colours.</li> <li>Introduce different types of brushes for specific purposes.</li> <li>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</li> <li>Pointillism – control over coloured dots, so tone and shading is evident.</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Make the colours shown on a commercial colour chart.</li> <li>Mix and match colours to those in a work of art.</li> <li>Work with one colour against a variety of backgrounds.</li> <li>Observe colours on hands and faces - mix flesh colours.</li> <li>Advise and question suitable equipment for the task, e.g. size of paintbrush or paper needed.</li> <li>Use colour to reflect mood (Monet).</li> </ul>		<p><u>Years 5 &amp; 6</u></p> <ul style="list-style-type: none"> <li>Control and experiment with particular qualities of tone, shades, hue and mood.</li> <li>Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces.</li> <li>Considering colour for purposes.</li> <li>Use colour to express moods and feelings.</li> <li>Explore the texture of paint - very wet and thin or thick and heavy; add PVA to the paint.</li> <li>Encourage individual identification of suitable equipment for a particular purpose, e.g. size of paintbrush or paper needed.</li> <li>Consider artists use of colour and application of it.</li> </ul> <p>Jason Pollock American Painter Abstract</p>  <p>Marc Chagall Belarusian-French Artist</p> 			

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<b>Texture</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Simple paper and / or material weaving using a card loom.</li> <li>• Mix colours and paint strips of paper to weave with.</li> <li>• Add objects to the weaving: buttons, twigs, dried flowers.</li> <li>• Explore colour in weaving.</li> <li>• Build on skills of using various materials to make collages – using some smaller items.</li> <li>• Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</li> <li>• Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</li> <li>• Discuss how textiles create things – curtains, clothing.</li> </ul> <p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Build on experiences in Year 1.</li> <li>• Develop skills of overlapping and overlaying to create effects.</li> <li>• Use large-eyed needles, different thicknesses of thread and different sized running stitches to sew with.</li> <li>• Simple appliqué work attaching material shapes to fabric with running stitches.</li> <li>• Start to explore other simple stitches - backstitch, cross-stitch.</li> <li>• Use various collage materials to make a specific picture.</li> <li>• Ellen Jackson – Weaving</li> </ul>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Build on all previous KS1 experiences. Use smaller-eyed needles and finer threads.</li> <li>• Use colour to express an idea in weaving (seasons, moods), or create a picture (swamp, seascape).</li> <li>• Awareness of the nature of materials and surfaces: fragile, tough, durable.</li> <li>• Tie dying, Batik – ways of colouring or patterning material.</li> <li>• Look at artists, e.g. Linda Caverley (Embroidery)</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Build on all previous experiences.</li> <li>• Use a wider variety of stitches to 'draw' with and develop pattern and texture, e.g. zig zag stitch, chain stitch, seeding.</li> <li>• Start to place more emphasis on observation and design of textural art.</li> <li>• Use initial sketches to aid work.</li> <li>• Continue experimenting with creating mood, feeling, movement and areas of interest.</li> <li>• Look at fabrics from other countries and discuss (Indian). Compare with own.</li> <li>• Discuss different types of fabric.</li> </ul>		<p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• Interpret stories, music, poems and use environment and townscapes as stimuli.</li> <li>• Select and use materials to achieve a specific outcome.</li> <li>• Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</li> <li>• Consider methods of making fabric.</li> <li>• Look at work of other artists using textiles, i.e. Molly Williams, Jill Denton, Linda Caverley – British Textile artists.</li> </ul> <p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>• Develop experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, painting, weaving, layering etc.</li> <li>• Apply knowledge of different techniques to express feelings.</li> <li>• Use found and constructed materials.</li> <li>• Work collaboratively on a larger scale.</li> </ul>			

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Form - Sculpture	<u>Year 1</u> <ul style="list-style-type: none"> <li>Use both hands and tools to build.</li> <li>Construct to represent personal ideas.</li> <li>Use materials to make known objects for a purpose, i.e puppet.</li> <li>Cut shapes using scissors.</li> <li>Carve into media using tools.</li> <li>Pinch and roll coils and slabs using a modeling media.</li> <li>Make simple joins by manipulating modelling material or pasting carefully.</li> <li>Discuss weight and texture.</li> </ul>		<u>Year 3</u> <ul style="list-style-type: none"> <li>Use the equipment and media with increasing confidence.</li> <li>Shape, form, model and construct from observation and / or imagination with increasing confidence.</li> <li>Plan and develop ideas in sketchbook and make simple choices about media.</li> <li>Have an understanding of different adhesives and methods of construction.</li> <li>Begin to have some thought towards size.</li> <li>Hold simple discussions about aesthetics.</li> </ul>		<u>Year 5</u> <ul style="list-style-type: none"> <li>Use sketchbook to inform, plan and develop ideas.</li> <li>Shape, form, model and join with confidence.</li> <li>Produce more intricate patterns and textures.</li> <li>Work directly from observation or imagination with confidence.</li> <li>Take into account the properties of media being used.</li> <li>Discuss and evaluate own work and that of other sculptors in detail.</li> </ul>	
	<u>Year 2</u> <ul style="list-style-type: none"> <li>Awareness of natural and man-made forms and environments.</li> <li>Express personal experiences and ideas in work.</li> <li>Shape and form from direct observation.</li> <li>Use a range of decorative techniques: applied, impressed, painted, etc.</li> <li>Use a range of tools for shaping, mark making, etc.</li> <li>Construct from found junk materials.</li> <li>Replicate patterns and textures in a 3-D form.</li> <li>Begin to make simple thoughts about own work and that of other sculptors (Moore, African, Native American, Goldsworthy).</li> </ul>		<u>Year 4</u> <ul style="list-style-type: none"> <li>Plan and develop ideas in sketchbook and make informed choices about media.</li> <li>Experience surface patterns / textures.</li> <li>Work safely to organise working area and clear away.</li> <li>Discuss own work and work of other sculptors with comparisons made.</li> <li>Consider light and shadow, space and size.</li> <li>Investigate, analyse and interpret natural and manmade forms of construction.</li> </ul>		<u>Year 6</u> <ul style="list-style-type: none"> <li>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</li> </ul>	

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<b>Printing</b>	<p><u>Year 1</u></p> <ul style="list-style-type: none"> <li>• Create patterns and pictures by printing from objects using more than one colour (Klee).</li> <li>• Develop impressed images with some added pencil or decorative detail.</li> <li>• Relief printing - string, card, etc.</li> <li>• Use equipment and media correctly, to produce a clean image.</li> <li>• Use appropriate language to describe tools, processes, etc.</li> </ul>		<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Use the equipment and media with increasing confidence.</li> <li>• Use relief and impressed printing processes.</li> <li>• Use sketchbook for recording textures/patterns.</li> <li>• Use language appropriate to skill.</li> <li>• Discuss own work and that of other artists (packaging, Hiroshige, Escher, etc.).</li> <li>• Explore images through monoprinting on a variety of papers.</li> <li>• Explore colour mixing through overlapping colour prints deliberately.</li> <li>• Pointillism.</li> </ul>		<p><u>Year 5</u></p> <ul style="list-style-type: none"> <li>• Experience combining prints taken from different objects to produce an end piece.</li> <li>• Experiment with ideas to plan in sketchbook.</li> <li>• Experience producing pictorial and patterned prints.</li> <li>• Design prints for fabrics, book covers and wallpaper.</li> <li>• Make connections between own work and patterns in their local environment (e.g. curtains, wallpaper).</li> <li>• Discuss and evaluate own work and that of others (Morris, labeling, etc.).</li> </ul>			
	<p><u>Year 2</u></p> <ul style="list-style-type: none"> <li>• Use printmaking as a means of drawing.</li> <li>• Create order, symmetry and irregularity.</li> <li>• Extend repeating patterns - overlapping, using two contrasting colours etc.</li> <li>• Create still prints with a growing range of objects, including manmade and natural printing tools.</li> <li>• Talk simply about own work and that of other artists (Warhol, Hokusai, etc.).</li> <li>• Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</li> </ul>		<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Use sketchbook for recording textures/patterns.</li> <li>• Use language appropriate to skill.</li> <li>• Interpret environmental and manmade patterns and form.</li> <li>• Discuss the nature of effects able to modify and adapt print as work progresses.</li> <li>• Explore images and recreate texture through deliberate selection of material, wallpaper, string, polystyrene etc.</li> </ul>		<p><u>Year 6</u></p> <ul style="list-style-type: none"> <li>• Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</li> <li>• Recreate a scene remembered, observed or imagined, through collage printing.</li> <li>• Experience screen printing.</li> <li>• Explore printing techniques used by various artists.</li> </ul>			

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<b>Pattern</b>	<u>Year 1</u> <ul style="list-style-type: none"> <li>Awareness and discussion of patterns around them – pattern hunt.</li> <li>Experiment creating repeating patterns on paper using drawing or printing of own design.</li> <li>Link to Mathematics.</li> </ul> <u>Year 2</u> <ul style="list-style-type: none"> <li>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</li> <li>Look at natural and manmade patterns and discuss.</li> <li>Discuss regular and irregular – what does it mean?</li> </ul>		<u>Year 3</u> <ul style="list-style-type: none"> <li>Search for pattern around us in the world, e.g. pictures, objects.</li> <li>Use the environment and other sources to make own patterns, printing, rubbing.</li> <li>Use sketchbooks to design own motif to repeat.</li> <li>Create own patterns using ICT.</li> <li>Make patterns on a range of surfaces: in clay, dough, on fabric, paper, chalk on playground</li> <li>Link to Mathematics – symmetry.</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>Consider different types of mark making to make patterns.</li> <li>Look at various artists' creations of pattern and discuss effect (ie. Gaudi, Matisse, Escher, aboriginal art).</li> <li>Link to Mathematics – tessellation (Escher).</li> <li>Explore geometry, shape and lines (Mondrian / Klee).</li> </ul>		<u>Year 5 &amp; 6</u> <ul style="list-style-type: none"> <li>Organise own patterns.</li> <li>Use shape to create patterns.</li> <li>Create own abstract pattern.</li> <li>Explore patterns reflecting personal experiences and expression.</li> <li>Create pattern for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc.</li> <li>Look at various artists' creations of pattern and discuss effect, ie. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro.</li> <li>Discuss own and artists work, drawing comparisons and reflecting on own creations.</li> </ul>			