



Hagley Primary School - Art and design progression grid

Year Group	NC objectives	Throughout the learning journey, the children will have the opportunity to explore a range of artists, sculptures and movements to both inspire and evaluate
Reception	<p><i>Expressive arts and design</i></p> <p><i>Exploring media and materials:</i></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p><i>Being imaginative:</i></p> <p>Children use what they have learnt about media and materials in original ways</p>	
Year 1	<p><u><i>Developing ideas and evaluating</i></u></p> <ul style="list-style-type: none"> • Explore similarities and differences in pieces of artwork using simple vocabulary based around colour, image etc • Record and explore ideas from first hand observation • Say what they think and feel about artwork <p><u><i>Drawing</i></u></p> <ul style="list-style-type: none"> • Use a range of dry media e.g. pencils, rubbers, felt tops, chalk, charcoal and explore line, shape and colour • Learn about a range of artists, craft makers and designers • Develop techniques of colour, pattern, line, shape and texture <p><u><i>Painting</i></u></p> <ul style="list-style-type: none"> • Mix and match colours to objects • Create different textures with paint e.g. sawdust, sand etc. • Use a range of brush sizes and talk about the difference <p><u><i>Textiles/collage</i></u></p> <ul style="list-style-type: none"> • Use a wide range of media e.g. newspaper, crepe paper, magazines etc and describe them (link to science materials) • Use techniques such as weaving and gluing • Experiment with, join and construct natural, manmade and recycled materials (link to science materials) <p><u><i>3D form</i></u></p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways e.g. rolling, shaping and moulding 	
Year 2	<p><u><i>Developing ideas and evaluating</i></u></p> <ul style="list-style-type: none"> • Ask and answer questions about the processes they have used when creating their work • Use a range of materials to design and make products • Say what they would change about a piece of artwork <p><u><i>Drawing</i></u></p>	



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	<ul style="list-style-type: none"> • Layer different dry media in the same piece of artwork • Draw for a sustained period a single object and explore line, shape, colour and pattern <p><u>Painting</u></p> <ul style="list-style-type: none"> • Mix primary colours • Experiment with techniques e.g. layering and scraping through paint • Work at different scales e.g. larger paper, larger brushes <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> • Learn how to thread a needle and basic stitch • Understand the safety and basic care of materials <p><u>3D form</u></p> <ul style="list-style-type: none"> • Manipulate clay in a variety of ways e.g. rolling, shaping and moulding – (link to science materials) 	
Year 3	<p><u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> • Explore a chosen artist and define their style in terms of medium used, colours tone etc. • Begin to annotate their work in their sketchbook drawing on oral skills from KS! • Compare ideas and methods in their own and other's work and say what they feel about them <p><u>Drawing</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencils • Draw for a sustained period of time a single object and explore tone, line, shape, colour, texture and pattern <p><u>Painting</u></p> <ul style="list-style-type: none"> • Mix secondary colours and describe the changes • Name different types of paint and their properties • Work confidently on a range of scales <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> • Develop skills in cutting and joining to create a mosaic • Create texture from different materials <p><u>3D form</u></p> <ul style="list-style-type: none"> • Join clay adequately • Construct a clay base for extending and modelling other shapes 	
Year 4	<p><u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> • Explore similarities and differences in pieces of artwork across different times and cultures 	

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	<ul style="list-style-type: none"> Adapt their work based on feedback and annotation <p><u>Drawing</u></p> <ul style="list-style-type: none"> Alter and refine their drawings as necessary Draw for a sustained period a group of objects and explore tone, line, shape, colour, texture and pattern Make informed choices about paper used and media Use research to inspire drawings from memory or imagination <p><u>Painting</u></p> <ul style="list-style-type: none"> Make and match colours with increasing accuracy and create shades with black added and tint with white added Demonstrate a secure knowledge of primary, secondary, warm and cold colours <p><u>3D form</u></p> <ul style="list-style-type: none"> Plan, design and make models Cut and join wood safely and effectively Use recycled, natural and manmade materials 	
Year 5	<p><u>Developing ideas and evaluating</u></p> <ul style="list-style-type: none"> Compare and contrast their work with the work of an artist or artists around a similar theme Adapt their work based on feedback and annotation and explain where they have done this <p><u>Drawing</u></p> <ul style="list-style-type: none"> Draw for a sustained period of time a group of objects and explore the relationship between tone, line, shape, colour, texture and pattern Begin to draw from imagination, memory, experience and research, including a sense of perspective Use a variety of media in their work <p><u>Painting</u></p> <ul style="list-style-type: none"> Plan to create different effects and textures, using different paint and tools e.g. blocking colours, washes, thickened paint etc Carry out preliminary work including testing media, materials and colour mixes <p><u>Textiles/collage</u></p> <ul style="list-style-type: none"> Experiment with using batik safely or paste resist <p><u>3D form</u></p> <ul style="list-style-type: none"> Describe their work and how it has been constructed using a variety of materials Make a mould and use plaster safely 	
Year 6	<p><u>Developing ideas and evaluating</u></p>	

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- Ask and answer questions about their work with reference to the style of an artist/artistic movement/theme
- Adapt their work based on feedback and annotation and explain where they have done this through annotation, including how they would develop it further
- Use sketch books to collect, record and evaluate ideas

Drawing

- Draw for a sustained period of time a group of objects and describe the tone, line, shape, colour, texture and pattern
- Demonstrate a wide variety of ways to make marks using dry and wet media
- Work in a sustained and independent way from experience, imagination and observation

Painting

- Demonstrate a secure knowledge of primary, secondary, warm, cold, complimentary and contrasting colours
- Make and match colours with accuracy and create shades with black added, tint with white added and tone with grey added
- Work with a variety of tools and techniques and explain their use within the work
- Use a range of media to create a specific artistic goal

3D form

- Develop skills in clay, using tools to create incisions and different reliefs

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Definitions

Line

- Line is the path left by a moving point. For example, a pencil or a brush dipped in paint.
- A line can take many forms. It can be horizontal, diagonal or curved. It can also change over its length, starting off curved and ending up horizontal

Shape

- A shape is an area enclosed by a line. It could be just an outline or it could be shaded in
- Shapes can be either geometric, like a circle, square or triangle, or irregular.
- When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space.

Form

- Form is a three-dimensional shape, such as a cube, sphere or cone. Sculpture and 3D design are about creating forms.
- In 2D artworks, tone and perspective can be used to create an illusion of form.

Tone

- This refers to the lightness or darkness of something. This could be a shade or how dark or light a colour appears.

Texture

- This is to do with the surface quality of something, the way something feels or looks like it feels. There are two types of texture: actual texture and visual texture.
- Actual texture really exists, so you can feel it or touch it. You can create actual texture in an artwork by changing the surface, such as sticking different fabrics onto a canvas. Combining different material techniques can create interesting textures.

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- Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface but if you touched it, it would be smooth. You can create visual texture by using different lines, shapes, colours or tones. Think about how different marks can be used to show texture.

Pattern

- A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements.