



Gotham Primary Art and Design Progression Planning

Drawing

Learning Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use drawing to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.					
			To record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques, including drawing.			

Key Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Begin to use a variety of drawing tools. -Use drawings to tell a story. -Investigate different lines. -Explore different textures. -Encourage accurate drawings of people.	-Extend the variety of drawing skills. - Explore different textures. -Observe and draw landscapes (Samuel Rolle). -Observe patterns. -Observe anatomy (faces, limbs).	-Experiment with tools and surfaces. -Draw a way of recording experiences and feelings. -Discuss use of shadows, use of light and dark. - Sketch to make quick records.	-Experiment with the potential of various pencils. -Close observation. - Draw both the positive and negative shapes. - Initial sketches as a preparation for painting. -Accurate drawing of people particularly faces.	-Identify and draw the effect of light. -Scale and proportion. - Accurate drawings of whole people including proportion and placement. -Working on a variety of scales. -Computer generated drawings. -Begin to evaluate art.	-Effect of light on objects and people from different directions. -Interpret the texture of a surface. -Produce increasingly accurate drawings of people. -The concept of perspective. - Evaluate art.	-Effect of light on objects and people from different directions. -Interpret the texture of a surface. -Produce increasingly accurate drawings of people. -The concept of perspective. -To explain why this specific technique has been chosen.

Vocabulary

	Curly, Wavy, Straight, Circle, Triangles, Squares, Rectangles, Thick, Thin, Outline.	Sketching, B2 pencils, Circular, Triangular, Rectangular, faint, bold, broken, Outline, contour.	Charcoal, hexagonal, pentagonal, octagonal, tone, shade.	Evaluate, lightness, contrast, shade, edge, faded, contour.	Hard line, short line, mood, tone, texture, perspective, flowing line, viewpoint.	Technique, form, texture, contrast, brightness, effect.
--	--	--	--	---	---	---

Painting & Colour

Learning Skill

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.					
			To record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques, including painting.			

Key Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Experimenting with and using primary colours. -Naming. -Mixing (not formal). - Learn the names of different tools that bring colour (e.g. felt tips). -Use a range of tools to make coloured marks on paper.	-Name all the colours. -Mixing of colours. -Find collection of colour. -Applying colour with a range of tools.	-Begin to describe colours by objects e.g. golden sand, sky blue. -Make as many tones of one colour as possible using white. - Darken colours. -To use a range of utensils to create effect (sponge, roller and brush).	-Using different paints e.g. acrylic. -Colour mixing. -Make colour wheels. - Introduce different types of brushes. - Techniques – apply colour using dotting, splashing, scratching.	Using different paints – e.g. watercolours. - Colour mixing and matching tint, tone, shade. -Begin to select suitable equipment for the task. -Begin to use colour to reflect mood. - Begin to use artistic language to evaluate work.	-Begin to use hue, tint, tone, shades and mood when describing artwork. -Explore the use of texture in colour. -Use colour or the absence of colour to create effect. -Use artistic language to evaluate work.	-Select and use different types of paint to enhance their work. -Review and revisit their work by critically evaluating and editing. - To try and use the colour wheel to show “harmonious colours” and “contrasting colours”. - Produce two colour tie dye.

Vocabulary

	Colour, space, mix, red, blue, yellow, green, purple, orange, primary colours, secondary colours, light, dark, bright, blending.	Tints, tones, black, white, experiences, imagination.	Acrylic, review, evaluate, brushes, effects, still life, background, paint effects, wash.	Watercolour, depth of colour, observation, tone, realism	Landscape, foreground, background, plan, create, scale, shadow, detail, hue.	Review, edit, critique, colour wheel, harmonious, contrasting.
--	--	---	---	--	--	--

Sculpting

Learning Skill

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	To use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		To record their observations and use them to review and revisit their ideas. To improve their mastery of art and design techniques, including sculpting.			

Key Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Handling, feeling, enjoying and manipulating materials. -Constructing. -Building and destroying. -Shaping and modelling.	To create sculptures from a range of materials i.e. playdough, clay, boxes, tubes etc., considering shape and size.	To use experience and imagination to create sculpture from a range of materials i.e. clay, boxes, tubes etc. To develop texture for effect e.g. using different marks on clay, paper mache.	Observations, technique and control: introduce them to a wide range of sculptures and artists, replicate their work to gain understanding to improve technique and control. E.G. Marc Quinn, Barbara Hepworth.	Observations, technique and control: introduce them to a wide range of sculptures and artists, experiment with creating similar pieces to gain understanding to improve technique and control. Based on work by Gaudi	Use a wide variety of tools and refine skills such as shape, form, model, joining, pinch, slabbing and coiling. To begin to carve a simple relief form. Evaluate using artistic language. Based on Benin artwork.	Use a wide variety of tools and refine skills such as shape, form, model, joining, pinch, slabbing and coiling. To carve a simple form. Evaluate using artistic language. Based on work by Kaffe Fassett

Vocabulary

	Clay, smooth, masking tape, joining, mould, size, shape, sculpture.	Texture, marks, tools, imprint, pinch, kneading, rolling.	Observe, control, realistic, abstract, artists, sculptures, metallic, wooden, materials.	Mould, caricature, extenuate (linked to puppets DT)	Slip, wedging, coils, natural, manmade, recyclable.	Modify, skills, pinch, slabbing, coiling, carving, framework.
--	---	---	--	--	---	---

Printing & Pattern

Learning Skill

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use painting to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.					
			To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			

Key Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Rubblings e.g. leaf, brick, coin. -Print with a variety of objects. -Print with block colours.	-Creating patterns. - Develop impressed images. -Relief printing e.g. potato printing.	-Printing with a growing range of objects. -Identify the different forms printing takes (experimenting with textures). -begin to use ICT to create repeating patterns. -	- Observing patterns in the environment. - Using ICT to create patterns. -Making patterns on a range of surfaces. -Making symmetrical patterns. Printing with a growing range of objects.	-Interpret environmental and manmade patterns. - Demonstrate experience in creating patterns on fabric -Explore environmental and manmade patterns. - Introduce and begin to use tessellation. - Experiment using natural patterns on manmade objects or designs (Gaudi)	-Begin to overlay colours. -Start to overlay prints with other media. -Show experience in a range of mono-print techniques. -Create pattern for purposes. -Use tessellation within their artwork -Use sketchbooks to collect and record visual information from different sources. -Discuss and evaluate own work and that of others.	-Explore printing techniques used by different artists e.g. Banksy -To see positive and negative shapes. - Create their own abstract patterns to reflect personal experiences and expression. -To reflect and evaluate work. - To develop their own style using tonal contrast and mixed media. - To explain why this specific technique has been chosen.

Vocabulary

	Colour, space, mix, red, blue, yellow, green, purple, orange, primary colours, secondary colours, light, dark, bright, blending.	Tints, tones, black, white, experiences, imagination.	Acrylic, review, evaluate, brushes, effects, background, wash.	Watercolour, depth of colour, observation, tone.	Tessellation overlay relief mono-print	Review, edit, stencil abstract harmonious contrast
--	--	---	--	--	--	--

Textiles

Learning Skill

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	To use painting to develop and share their ideas, experiences and imagination.		To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.			

Key Learning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Handling, manipulating and using materials. -Sensory experience. -Simple collages. -Simple weaving e.g. with paper. - threading beads 	<ul style="list-style-type: none"> -Experience simple weaving and understand the process. -Begin to identify different forms of textiles. -Sort according to specific qualities. (linked to Science) 	<ul style="list-style-type: none"> -Overlapping and overlaying to create effects. -Use large eyed needles to create running stitch on binca. -Start to explore other simple stiches e.g. crosstitch. -Continue to gain experience in weaving, both 3D and flat e.g. grass through twigs. - Begin to select different materials for collage. 	<ul style="list-style-type: none"> -Use smaller eyed needles and finer threads. - Weaving – making their own simple loom (linked to history). -use different textures to create mood Use create simple applique using natural resources - Create images using textiles 	<ul style="list-style-type: none"> -Using a wider variety of stiches. -Experiment with creating mood, feeling and movement using different textures. -Compare different fabrics. -Become confident in applying colour to fabric - Apply decoration using needle and thread: buttons, sequins. (linked to DT puppet making) 	<ul style="list-style-type: none"> -Select and use materials to embellish work. - Produce two colour tie dye. -Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. - Show awareness of the skills involved in aspects such as knitting. 	<ul style="list-style-type: none"> -Develop experience in embellishing. -To work collaboratively on a larger scale. - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create an end piece of work. Show awareness of the skills involved in aspects such as knitting or crochet -Review and evaluate end piece of art work.

Vocabulary

	Colour, space, mix, red, blue, yellow, green, purple, orange, primary colours, secondary colours, light, dark, bright, blending.	Tints, tones, black, white, experiences, imagination, regular, irregular, manmade, natural.	Acrylic, review, evaluate, brushes, effects, background, wash.	Watercolour, depth of colour, observation, tone.	Landscape, foreground, background, plan, create, scale, shadow, detail, hue.	Review, edit, critique, colour wheel, harmonious, contrasting.
--	--	---	--	--	--	--

Artists

Artists in each unit of work

EYFS	Year 1	Year 2	Year 3	Year 4/Year 5	Year 6
<p>Portraiture based on the work of Julian Opie. Developing skills in drawing and painting, with a focus on colour, line and shape.</p>			<p>Water Colours – observations - realism (plants) Elizabeth Blackwell & Sidney Parkinson</p>	<p>Painting based on the work of van Gogh. Developing skills in painting with a focus the use of texture, shades of colour and use of line work.</p>	<p>Textile based unit, focussing on the work of Kaffe Fassett. Developing skills in patchwork, needlepoint, pattern and printing.</p>
<p>Weaving and printing linked to the work of Mondrian and the production of tartan. Focus on pattern, texture and shape.</p>			<p>Mosaics/designs Antoni Gaudi</p>	<p>Printing based on the work of Laurie Hastings (local artist). Focus on pencil drawings and texture creation in printing.</p>	<p>The power of art for social change in recent history. Links to Haring, Warhol, Fairey. Development of skills in drawing, image manipulation and animation.</p>
<p>Paper cutting and sculpture linked to Mexican folk art. Focus on shape, form and space.</p>			<p>Colour/shapes Beatriz Milhazes Collage artist</p>	<p>Architecture/sculpture linked to the work of Dame Zaha Hadid. Development of sculpture skills and the choice of materials. Exploration of the impact of Hadid's work and legacy.</p>	<p>Multimedia art based upon the graffiti movement. Use of pens, paint and spray paint.</p>