

Art Progression – Landscape View

Early Years		
3-4	EAD	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. <u>Develop their own ideas and then decide which materials to use to express them.</u></p>
Rec	EAD	<p><u>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</u> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.</p>

	Year 1/2	Year 3/4	Year 5/6
Strand – To develop ideas.	<p><u>Record and explore ideas from first hand observation, experience and imagination.</u></p>	Explore ideas for different purposes and audiences.	Develop and imaginatively extend ideas from a variety of sources, inc. those researched independently.
	Explore different methods and materials with support as ideas develop.	Collect information, sketches and resources.	Collect information, sketches and resources and present ideas imaginatively in a sketch book.
	Ask and answer questions about the starting points for their work and the processes they have used.	<u>Adapt and refine ideas as they progress.</u>	<u>Adapt their work according to their views and describe how they might develop it further.</u>
		Comment on artworks choosing visual language from a choice.	Comment on artworks with a using visual language.

Early Years			Year 1/2	Year 3/4	Year 5/6
3-4	PD	Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan Use a comfortable grip with good control when holding pens and pencils.	<u>Use a variety of tools and techniques including the use of different brush sizes and types.</u>	Plan and create different effects and texture with paint according to what they need for the task.	Sketch (lightly) before painting to combine line and colour.
	EAD	Explore colour and colour mixing. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.	<u>Mix colours and shades.</u>	<u>Make and match colours with increasing accuracy</u>	<u>Combine colours, tones and tints to enhance the mood of a piece.</u>
Rec	PD	<u>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</u> Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	Use different types of paint. Create different textures (e.g, use sand or sawdust in paint).	Choose paints and implements appropriately.	Choose appropriate paint, paper and implements to adapt and extend their work.
ELG	PD	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. <u>Use a range of small tools</u> , including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	<u>Strand - To master techniques Painting.</u>	<u>Use watercolour paint to produce washes for backgrounds then add detail.</u>	Develop a personal style of painting, drawing upon ideas from other artists. Use brush techniques to create texture.
			Create colour wheels.	Use more specific colour language e.g. tint, tone, shade, hue.	

	EAD	<p><u>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</u></p> <p>Share their creations, explaining the process they have used.</p>				
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Early Years		
3-4	PD	<u>Use one-handed tools and equipment, for example, making snips in paper with scissors.</u>
	EAD	Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Rec	EAD	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

	Year 1/2	Year 3/4	Year 5/6
Strand – To master techniques Collage	Use a combination of materials that are cut, torn and glued (e.g. fabric, plastic, different papers etc.)	Select and arrange materials by overlapping and layering for a striking effect.	Use different techniques, colours and textures etc when designing and making pieces of work.
	Create textured collages from a variety of media.	Ensure work is precise.	Use ceramic mosaic materials and techniques.
	Create images from imagination, experience or observations.	Use tessellation, mosaic, coiling and montage.	
	Make a simple mosaic.		

Early Years		

	Year 1/2	Year 3/4	Year 5/6
Strand- To master	Use rolled up paper, straws, paper, card as materials.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).	Show life-like qualities and real-life proportions.
	Manipulate clay in a variety of ways (e.g. rolling, kneading and shaping)	Include texture that conveys feelings, expression or movement.	Begin to explain choice and different interpretations for more abstract pieces.

				Use a combination of shapes.	Join clay and other mouldable materials adequately and work reasonably independently.	Use tools to carve and add shapes, texture and pattern.
				Include lines and texture.	Use a variety of materials making informed choices about the 3D technique chosen.	Develop skills in using clay inc. slabs, coils, slips, etc.
				Use techniques such as rolling, cutting, moulding and carving.		Use frameworks (such as wire or moulds) to provide stability and form.

Early Years		Year 1/2	Year 3/4	Year 5/6	
3-4	EAD Use drawing to represent ideas like movement or loud noises.	Strand- To master techniques- Drawing	Begin to explore the use of line, shape and colour.	Use different grades of pencils to show line, tone and texture.	<u>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</u>
			<u>To colour own work neatly following the lines.</u>	Annotate sketches to explain and elaborate ideas.	Use a choice of techniques to depict movement, perspective, shadows and reflection.
			Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips etc,	<u>Sketch lightly (no need to use a rubber to correct mistakes).</u>	Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
			Show pattern and texture by adding dots and lines.	Use shading, hatching and cross hatching to show tone and texture.	
			Show different tones by using coloured pencils.		

Early Years		Year 1/2	Year 3/4	Year 5/6
		Strand- To Make marks in print with a variety of objects including natural and manmade objects.	Use layers of two or three colours.	Build up layers of prints.

				Press, roll, rub and stamp to make prints.	Replicate patterns observed in natural or built environments.	Organise work in terms of pattern, repetition or symmetry.
				Build a repeating pattern	Make printing blocks using materials chosen to get an effect they want.	Choose the printing method appropriate for the task.
				Recognise pattern in the environment	Make precise repeating patterns of a more complicated design.	

	Early Years			Year 1/2	Year 3/4	Year 5/6
			Strand- To master techniques- Textiles	Use weaving to create a pattern.	Shape and stitch materials.	Show precision in techniques.
				<u>Join materials using glue and/or stitch.</u>	<u>Use basic cross stitch, back stitch and blanket stitch.</u>	<u>Choose from a range of stitching techniques and use a variety of stitches in one piece.</u>
					Colour fabric.	Use different grades and uses of threads and needles.
					Create weavings.	
					Quilt, pad and gather fabric.	

	Early Years			Year 1/2	Year 3/4	Year 5/6
			Strand- To master techniques-	Create a digital image using tools to make different colours, lines and shapes.	Create images, video and sound recordings and explain why they were created.	Enhance digital media by editing (including sound, video, animation, still images and installations).

			Digital Media			
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	Early Years

	Year 1/2	Year 3/4	Year 5/6
Strand- To take inspiration from the greats (classic and modern)	<u>Describe the work of notable artists, artisans and designers.</u>	<u>Replicate some of the techniques used by notable artists, artisans and designers.</u>	<u>Show how the work of those studied was influential in both society and to other artists.</u>
	Use some of the ideas of artists studied to create pieces.	Create original pieces that are influenced by studies of others.	Create original pieces that show a range of influences and styles.

	Early Years	Year 1/2	Year 3/4	Year 5/6
		<p>Printing: mark, rubbing, repeat, pattern, print, image</p> <p>Digital media: digital image, colour, line, shape, camera, enlarge</p> <p>Collage: tear, glue, sort, mix, collage</p> <p>Draw: line, shape, pastel, sketch pencil, thick, thin, narrow, fine, detail</p> <p>Painting: primary colours, poster paint, marbling, block colour, light, dark, warm, cold, bright, dull</p> <p>Textiles: weave, pattern, trim, material, sew, cotton, needle, join</p> <p>Sculpture: roll, experiment, man-made, clay, construct, model, knead, recycle, fold, shape, join, bend</p>	<p>Printing: effect, precision, complicated, linear, manipulate, continuous</p> <p>Digital media: explanation, clone</p> <p>Collage: precision, striking, montage, coiling, geometric</p> <p>Draw: annotate, elaborate, light, hatching, cross-hatching, stippling, tone, texture, weight, pressure</p> <p>Painting: hue, scenery, swirling, fan, stippling, middle ground, horizon, abstract, feathering</p> <p>Textiles: blanket-stitch, quilt, pad, gather, emblem</p> <p>Sculpture: express, convey, form, compose, adequate, ornate, 3D, model</p>	<p>Printing: symmetry, method, aesthetic, motif, reflection</p> <p>Digital media: animation, stylise, installation, clone, merge, layer</p> <p>Collage: ceramic</p> <p>Draw: reflection, impression, shadow, balance, movement, direction, perspective</p> <p>Painting: style, arrangement, tonal, shading</p> <p>Textiles: precision, variety, enhance, ruche</p> <p>Sculpture: provoke, stability</p>

Specific Art Vocabulary