



Featherstone Primary School: Progression and Sequencing within Art and Design



Intent: Art and Design at Featherstone allows children to creatively express themselves by harnessing ideas that they themselves may already have whilst taking inspiration from some of the great artists, designers and architects that have lived. Children are engaged and inspired from this balance of freedom of expression and artwork that is already in the public domain.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge		Describe the work of notable artists, artisans and designers	Use some of the ideas of artists studied to create own pieces	Replicate some of the techniques used by notable artists, artisans and designers	Create original pieces that are influenced by studies of others.	Give details (including own sketches) about the style of some artists, artisans and designers Show how the work of those studied was influential in both society and to other artists	Create original pieces that show a range of influences and styles Apply knowledge and ideas from great artists, designers and architects from ancient to modernist periods
Skills	Develop ideas	Respond to ideas and starting points Explore different methods as ideas develop	Explore ideas and collect visual information Explore different methods and materials as ideas develop	To develop ideas from starting points throughout the curriculum Adapt and refine ideas as they progress Comment on artworks using visual language	Collect information, sketches and resources to enhance own ideas Explore ideas in a variety of ways Comment on artwork with a developing grasp of visual language	Develop and imaginatively extend ideas from starting points throughout the curriculum Collect information, sketches and resources to inspire Use the qualities of materials to enhance ideas Comment on artwork with a grasp of visual language	Collect information, sketches and resources and present ideas imaginatively in a sketchbook Spot the potential in unexpected results as work progresses Comment on artworks with a fluent grasp of visual language
	Painting	Use thick and thin brushes Mix primary colours to make secondary	Add white to colours to make tints and black to make tones Create colour wheels	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	Sketch (lightly) before painting to combine line and colour Create a colour palette based upon colours observed in the natural or built world Use the qualities of watercolour and acrylic paints to create interesting pieces	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 other artists
	Collage	Use a combination of materials that are cut, torn and glued	Sort and arrange own materials Mix materials to create texture	Select and arrange materials for a striking effect Ensure work is precise Use mosaics	Mix textures (rough and smooth, plain and patterned) Ensure work is precise	Mix textures (rough and smooth, plain and patterned) Use tessellation and montage	Combine visual and tactile qualities Use ceramic mosaic materials and techniques
	Sculpture	Use a combination of shapes Include lines and texture Use techniques such as rolling and moulding	Use rolled up paper, straws, paper, card and clay as materials Use techniques such as cutting and carving	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid material)	Include texture that conveys feelings or movement Use clay and other mouldable materials, using coiling and overlapping techniques 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 moulds) to provide stability and form with Modroc
	Drawing	Draw lines of different sizes and thickness Colour neatly following the lines	Show pattern and texture by adding dots and lines Use charcoal to shade and contrast Show different tones by using coloured pencils	Use different grades 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 hatching and cross hatching to show tone and texture	Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight) 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 impressionistic) Use lines to represent movement Add 3D representations
	Printing	Use repeating or overlapping shapes Mimic print from the environment (e.g. wallpapers)	Use objects to create prints (e.g. fruits, vegetables, string or sponges) Press, roll, rub and stamp to make prints	Use layers of two or more colours. Replicate patterns observed in natural or built environments	Make printing blocks (e.g. from coiled glued string glued to a block) Make precise repeating patterns	Build up layers of colours Create an accurate pattern showing fine detail	Use a range of visual elements to reflect the purpose of the work
	Textiles	Use weaving to create a pattern Join materials using glue	Use plaiting Use dip dye techniques	Shape and stitch materials Use basic cross stitch and backstitch	Colour fabric Create weavings	Quilt, pad and gather fabric Show precision in techniques Choose from a range of stitching techniques	Combine previously learned techniques to create pieces
	Evaluate	Say what they like and dislike about a piece of artwork	Evaluate classmates' artwork with basic justifications	Evaluate classmates' artwork with clear justifications, understanding that opinions might differ	Evaluate classmates' artwork with clear justifications, based on one part of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork with clear justifications, based on multiple parts of the art (i.e. detail, mood, technique, pattern)	Evaluate classmates' artwork focusing on all KS2 artwork elements Clear justifications based on if the artwork is effective or not, and why