



Whiston Willis Primary Academy

Curriculum Progression
Subject: Art and Design

Drawing		Colour	Form	Sketchbooks
Year 1 and 2	<p>Drawing</p> <ul style="list-style-type: none"> • Observe anatomy • Observe patterns • Sketch to make quick records • Draw a way of recording experiences and feelings. • Experiment with tools and surfaces • Extend variety of drawing tools- charcoal, pencil and pastels. • Create tones using light and dark • Explore different textures • Show pattern and texture in their drawing • Use three different grades of pencil in their drawing. • Use a view finder to focus on a specific part of an artefact before drawing. 	<p>Colour</p> <ul style="list-style-type: none"> • Name all of the Primary and Secondary colours • Create colour wheel including all primary and secondary colours • Mix Primary colours to create secondary colours • Predict outcomes of colour mixing • Find collections of colour • Apply colour with a range of tools • Make as many tones of one colour as possible using white • Darken colour tones using black • Observe patterns • Begin to describe colours by objects • Use colour on a large scale 	<p>Form</p> <ul style="list-style-type: none"> • Construct • Shape and form from direct observations using malleable and rigid materials • Use materials to make known objects for a purpose • Carve, cut, pinch, roll and coil materials such as clay, dough or plasticine. • Replicate patterns and textures in a 3-D form • Use decorative techniques • Express personal ideas and experiences • Use materials to make known objects for a purpose • Awareness of natural and man-made forms • Observe work and that of other sculptors 	<ul style="list-style-type: none"> • Begin to demonstrate their ideas through photographs and in their sketchbooks. • Set out their ideas using annotation in their sketchbooks. • Keep notes in sketchbooks as to how they have changed their work. <p>Knowledge</p> <ul style="list-style-type: none"> • Ask sensible questions about a piece of art • Describe what they can see and what they like • Discuss vocabulary to describe art • Link colours to natural and man-made objects • Explain how other artists have used colour, pattern and shape. • Create a work of art in response to another artist's work.

	Drawing		Colour	Form	Sketchbooks
Year 3 and 4	Drawing <ul style="list-style-type: none"> • Use of various pencil gradients • Close observation • Draw both positive and negative shapes • Identify and draw the effect of light • Scale and proportion • Use sketchbooks to produce a final piece of work • Write explanations in sketchbooks to understanding of vocabulary, artist research and techniques. 	Drawing <ul style="list-style-type: none"> • Identify and draw the effect of light • Use marks and lines to produce texture • Develop a concept of perspective • Work on a variety of scales • Produce Initial sketches as a preparation for painting • Develop more accurate drawings of people including proportion and placement • Show facial expressions and body language in their sketches. • 	Colour <ul style="list-style-type: none"> • Make colour wheel • Use colour to reflect mood and feelings • Techniques- apply colour using dotting, scratching and splashing. • Introduce different types of brushes • Colour mixing and matching; tint, tone, shade. • Predict outcomes of colour mixing accurately • Observe colours • Children can choose own colour scheme for starry night inspired final piece. • Choose suitable equipment for the task explore the use of texture in colour 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • Understanding of different adhesives and methods of construction • Aesthetics • Experience surface patterns and textures • Discuss own work and work of other sculptors • Analyse and interpret natural and man-made 	<ul style="list-style-type: none"> • Describe likes and dislikes in sketchbooks. • Suggest improvements to their work. • Make notes about techniques used by artists. • Use sketchbooks to express their feelings about various subjects and outline likes and dislikes. • Use sketchbook to adapt and improve their original ideas. • Keep notes about the purpose of their work in their sketchbooks. <p>Knowledge</p> <ul style="list-style-type: none"> • Choose appropriate vocabulary to describe art

				forms of construction	<ul style="list-style-type: none">• Compare work to the work of different artists• Explore work from other cultures• Explore work from other periods of time• Understand the viewpoints of others• Understand how an artist is feeling• Understand what the artist is trying to convey• Experiment with different styles that artists have used• Explain art from other periods of history.
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Drawing		Colour	Form	Sketchbooks
Year 5 and 6	<p>Drawing</p> <ul style="list-style-type: none"> • Create the effect of light on objects and people from different directions • Interpret the texture of a surface using marks and lines • Concept of perspective • Produce increasingly accurate drawings of people • Successfully use shade to create mood and feeling. • Explain why they have chosen specific materials to draw with. 	<p>Colour</p> <ul style="list-style-type: none"> • Explain their own style • Explain why they have chosen specific painting techniques • Use a range of techniques in their work such as; hue, tint, tone and shades accurately • Explore the use of texture in colour accurately • Colour to express feelings accurately • Use colour for purposes • Create all of the colours they need 	<p>Form</p> <ul style="list-style-type: none"> • plan and develop ideas • Shape, form, model and join • Create models in different scales • Create work that is open to interpretation by the audience • observation or imagination • Discuss properties of media • Discuss and evaluate own work and that of other sculptors 	<p>Sketchbooks</p> <ul style="list-style-type: none"> • Keep detailed notes in sketchbooks that might develop and inform future work. • Use sketchbooks to work collaboratively with peers to discuss, compare and share ideas. • Refine and adapt their work to reflect its meaning and purpose, keeping notes and annotations in their sketchbooks. • <p>Knowledge</p> <ul style="list-style-type: none"> • Experiment with different styles that artists have used • Learn about the work of others by looking at artist's work in books, the internet and visit art galleries. • Make a record about the styles and qualities in their work Include technical aspects in their work e.g. Architectural design

- Correctly choose pencil grades to shade and sketch