



Oasis Bank Leaze Progression Document 2020-2021

Subject area: Art and Design

Curriculum leader: Nicola White

| | Year 1 (KS1 skills) | Year 2 (KS1 skills) | Year 3 (Lower KS2 skills) | Year 4 (Lower KS2 skills) | Year 5 (Upper KS2 skills) | Year 6 (Upper KS2 skills) |
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| Generic skills | <p>Know there are 7 elements of art that we use in all our work</p> <p>Record and explore ideas from first hand observations</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures.</p> <p>Say what they think and feel about there work.</p> | <p>Know the seven elements of art: shape, line, space, colour, texture, value, form.</p> <p>Ask and answer questions about the starting points for their work</p> <p>Develop their ideas - try things out, change their minds</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities</p> <p>Review what they and others have done and say what they think and feel about it.</p> <p>Identify what they might change in their current work or develop in future work</p> | <p>Start to identify the elements of art in their own work and those of others.</p> <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> | <p>Be able to state the predominant element of art used in their own work.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas and methods and adapt their work according to their views.</p> | <p>Identify the predominant element of art in their own work and that or artists studied.</p> <p>Select and record from first hand observation.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> | <p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p> |
| Drawing | <p>Experiment with a variety of media; pencils, pastels, felt tips, charcoal, chalk</p> <p><u>Lines and marks</u></p> | <p>Control the types of marks made with the range of media</p> <p><u>Lines and marks</u></p> <p>Invent new lines. Draw on different surfaces with a</p> | <p>Use sketchbooks to collect and record visual information from different sources.</p> | <p>Experiment with ways in which surface detail can be added to drawings.</p> <p>Draw for a sustained period of time at an appropriate level.</p> | <p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing.</p> | <p>Further develop blending, scumbling and stippling techniques with dry media.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> |

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|  | <p>Name, match and draw lines/marks from observations. Draw on different surfaces with a range of media.</p> <p><u>Shape</u> Observe and draw shapes from observations.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines,</p> <p><u>Texture</u> Investigate textures by describing, naming, rubbing</p> | <p>range of media. Use differently textured and sized media.</p> <p><u>Shape</u> Draw 2D shapes accurately and in between objects. Invent new shapes.</p> <p><u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.</p> <p>Texture Begin to draw different lines and marks to represent textures.</p> | <p>Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p><u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes.</p> <p>Texture Create textures with a wide range of drawing implements.</p> | <p>Begin to understand foundation lines as the start of a sketch.</p> <p><u>Lines and Marks</u> Experiment with different grades of pencil and other implements to create lines and marks.</p> <p><u>Form and Shape</u> Begin to show an awareness of objects having a third dimension.</p> <p><u>Tone</u> Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.</p> <p><u>Texture</u> Create textures with a wide range of drawing implements.</p> | <p>Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas.</p> <p>Apply drawing techniques to create a portrait.</p> <p>Use pastels to make a sgraffito.</p> <p><u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Use tone and value in sketches to create 3D form</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. Begin to use a foreground, middle ground and background.</p> | <p>Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Draw objects with 3D dimensions.</p> <p>Use a range of tone and value techniques to create 3D form in a sketch.</p> <p><u>Perspective and Composition</u> Begin to use simple perspective in their work using a two perspective.</p> <p>Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p> <p>Show an awareness of how paintings are created ie. Composition</p> |
| <p>Collage</p>  | <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Arrange and glue materials to different backgrounds Collect, sort, name match colours appropriate for an image</p> <p><u>Shape</u> Create and arrange shapes appropriately</p> | <p>Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales Draw and cut shapes for a collage</p> <p><u>Texture</u> Create, select and use textured paper for an image</p> | <p>Create images with natural and man-made materials.</p> <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p>Begin to sculpt media to create 3D collages</p> <p>Use a range of media to create a collage</p> | <p>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</p> <p><u>Colour</u> Use cool/warm colours as a way to group materials and select colours for a purpose.</p> <p>Extend a collage into the 3D</p> | <p>Add collage to a painted, printed or drawn background</p> <p>Work into a collage with a range of dry media.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>Begin to have an awareness of space in a collage</p> <p>Use a range of different paper moulding techniques to create collage with a 3D aspect.</p> | <p>Use a range of media to create collages Use collage as a means of extending work from initial ideas</p> <p>Create space in a collage by using different sized objects</p> <p>Consider composition in a collage.</p> |

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| <p>Painting</p>  | <p>Use a variety of tools, found objects and techniques including different brush sizes and types</p> <p>Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scrapping through</p> <p><u>Colour</u> Identify primary colours by name Mix primary shades and tints Mix two primary colours to create a secondary colour. <u>Texture</u> Create textured paint by adding sand, plaster.</p> | <p>Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques Name different types of paint and their properties <u>Colour</u> Identify primary and secondary colours by name Mix primary and secondary shades, tints and tones. <u>Texture</u> Create textured paint by adding sand, plaster Paint with tone and shade</p> | <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. <u>Colour</u> Use more specific colour language - have knowledge of the colour wheel and tertiary colours. Mix and use tints and shades</p> | <p>Create different effects and textures with paint according to what they need for the task. Select and move between brush sizes when needed. <u>Colour</u> Use more specific colour language</p> | <p>Develop a painting from a drawing Create imaginative work from a variety of sources e.g. observational drawing, themes, <u>Colour</u> Be able to identify primary secondary, complementary and contrasting colours</p> <p>Work with complementary colours Develop different strokes with a brush appropriate to task.</p> <p>Paint with a range of watercolour washes.</p> | <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <u>Colour</u> Mix and match colours to create atmosphere and light effects Paint in the style of other painters and artists. Use value in a painting to create 3D forms</p> |
| <p>3-D and sculpture</p>  | <p>Manipulate malleable materials in a variety of ways including rolling and kneading</p> <p>Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled materials.</p> | <p>Explore sculpture with a range of malleable media Manipulate malleable materials for a purpose, e.g. pot, tile <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2-D shapes to create a 3-D form Identify natural forms</p> | <p>Make models from observation.</p> <p>Create surface patterns and textures in a malleable material</p> <p>Create natural forms with a range of materials</p> | <p>Plan, design and make models from observation or imagination</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Use papier mache to create a simple 3D object</p> | <p>Shape, form, model and construct from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc</p> <p><u>Texture</u> Change the surface of a malleable material e.g. build a textured tile</p> | <p>Shape, form, model and construct from observation or imagination</p> <p>Plan a sculpture through drawing and other preparatory work</p> <p>Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p> |
| <p>Printing</p>  | <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Take simple prints i.e. mono -printing</p> <p>Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils</p> | <p>Make simple marks on rollers and printing palettes</p> <p>Create simple printing blocks with press print <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u></p> | <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print on fabrics</p> | <p>Create printing blocks using a relief or impressed method</p> <p>Create repeating patterns</p> <p>Print with two colour overlays</p> <p>Use lines and marks to create texture in a print</p> | <p>Use relief or impressed method Create prints with three overlays</p> <p>Use a range of materials to create impressed and relief printing blocks.</p> | <p>Create printing blocks by simplifying an initial sketch book idea</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p> <p>Use tessellation in prints</p> <p>Use lines and marks to create movement in a print</p> |

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| | Build repeating patterns and recognise pattern in the environment Design more repetitive patterns | Make rubbings to collect textures and patterns. Print on fabrics | | | | |
| Textiles  | Match and sort fabrics and threads for colour, texture, length, size and shape Cut and shape fabric using scissors/snips etc Texture Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel Use a running stitch through pre cut holes | Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Colour Apply colour with printing, dipping, Use a running stitch on felt | Use a variety of techniques, e.g. printing, and dyeing to create different textural effects Create and use dyes i.e. onion skins, tea, coffee. Use a running stitch and finishing stitch <u>Colour</u> Select colours for a purpose. Use cool and warm colours in their work. | Use a variety of techniques, e.g., weaving and stitching to create different textural effects Weave on a loom Thread a needle and use running, finishing and back stitch | Use fabrics to create 3D structures Experiment with a range of media to overlap and layer creating interesting colours and textures and effects Rethread a needle when used up use a whip stitch, back stitch and running stitch. Build and weave on a loom | Use different grades of threads and needles Experiment with batik techniques Use a cross stitch to create an image Rethread a needle when used up use a whip stitch, back stitch and running stitch. Use threads and composition to create movement in an embroidery. |
| Digital media  | Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Shapes using eraser, shape and fill tools | Use a simple graphics package to create images and effects with Lines by changing the size of brushes in response to ideas Colours and Texture using simple filters to manipulate and create images Use basic selection and cropping tools | Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Changing the type of brush to an appropriate style e.g. charcoal Experiment with <u>colours and textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose | Use a graphics package to create images and effects with; <u>Lines</u> by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create <u>shapes</u> by making selections to cut, duplicate and repeat | Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering | Create layered images from original ideas (sketch books etc.) |