



Art Progression/End of Year expectations

At Manorfield all children are artists, feeling empowered to express their feelings and imagination with confidence through a variety of media using different art techniques and skills.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop ideas	Sketch books	<ul style="list-style-type: none"> • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Develop ideas with pride and care throughout. • Use sketchbooks as a visual reference as ideas develop throughout the year. • Annotate experiments and ideas in sketchbooks reflecting upon ideas and experiments – always reflecting back on the Learning Objective. These annotations will be age appropriate – ❖ Year 1 on speech bubble stickers written by adult after a conversation has taken place ❖ Year 2 on post-it notes by way of a quick comment on what they found challenging etc. ❖ Year 3/4 - Annotate sketches to explain and elaborate on ideas. ❖ Year 5 & 6 – annotations involve a deeper reflection relating to the mood of the piece or how the technique informed their work and decisions etc as well as informing future work. <p>We will see a progression of annotations throughout the year – so at the end of the year we will see a development of skills in children’s ability to reflect and comment on their own work and express views and evaluate techniques and skills etc.</p>					
		Respond to ideas and starting points	Explore different methods and materials as ideas	Develop ideas from starting points throughout	Develop and imaginatively extend ideas from starting	Use the qualities of materials to	Spot the potential in unexpected results as work

		<p>Explore different methods and materials as ideas develop.</p> <p>Explore ideas and collect visual information.</p>	<p>develop.</p>	<p>the curriculum.</p> <p>Explore ideas in a variety of ways.</p> <p>Adapt and refine ideas as they progress.</p>	<p>points throughout the curriculum.</p> <p>Comment on artworks using visual language.</p>	<p>enhance ideas.</p> <p>Explore how ideas inform techniques used.</p>	<p>progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p> <p>Use the qualities of materials to enhance ideas.</p>
To Master skills	Drawing	<p>Draw lines of different sizes and thickness.</p> <p>Explore mark making using various gradients of pencil.</p>	<p>Show pattern and texture by adding dots and lines</p> <p>Show different tones by using gradient pencils.</p> <p>Observe and copy details, patterns and proportions.</p> <p>Use pattern to show symmetry and rotation.</p>	<p>Use different gradients of pencil and range of pens to show line, tone and texture.</p> <p>Use observation to create sketches.</p> <p>Understand the names of different pencil grades.</p> <p>Use ink to create drawings.</p> <p>Sketch lightly (no need to use a rubber</p>	<p>Use shading to show light and shadow.</p> <p>Use hatching and cross hatching to show tone and texture.</p> <p>Work on a variety of scales.</p> <p>Use pattern to balance composition.</p> <p>Use ink techniques.</p>	<p>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</p> <p>Use a choice of techniques to depict movement, perspective, shadows and reflection.</p> <p>Experiment with compositional techniques.</p> <p>Use hatching and</p>	<p>Choose a style of drawing suitable for the work (e.g. realistic, abstract, impressionistic).</p> <p>Use lines to explore the concept of perspective.</p> <p>Use pattern in increasing complexity.</p> <p>Produce increasingly accurate drawings of objects and people.</p>

				to correct mistakes). Develop a range of pastel techniques.		cross hatching to show tone and texture.	
	Painting	<p>Explore ways of applying paint – not just with brushes.</p> <p>Use thick and thin brushes and explore their qualities.</p> <p>Mix primary colours to make secondary.</p>	<p>Create colour wheels.</p> <p>Develop pastel techniques.</p> <p>Add white to colours to make tints.</p> <p>Add black to colours to make tones.</p> <p>Explore ways of varying these tints and tones – control the variants.</p> <p>Explore watercolour paint to create effects.</p> <p>Explore pointillism pattern techniques.</p>	<p>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <p>Mix colours effectively and understand the informed choices being made.</p> <p>Use watercolour paint to produce washes for backgrounds then add detail.</p>	<p>Experiment with creating mood with colour.</p> <p>Explore acrylic paint and how it behaves on various paper/canvases.</p> <p>Overlay various paint techniques to create patterns and explore ideas.</p> <p>Explore watercolour paint to create movement and mood.</p> <p>Explore a range of paints and inks and explore how they behave.</p>	<p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p> <p>Understand and use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Explore how colour can express feelings</p>	<p>Use brush techniques and the qualities of paint to create texture and mood</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p> <p>Explore how colour can express feelings and emotions.</p> <p>Use ink with increasing skill</p>

						and emotions. Use ink with increasing skill	
Print	<p>Mimic print from the environment – eg: rubbings.</p> <p>Create patterns.</p> <p>Develop impressed images.</p> <p>Use objects to</p>	<p>Develop relief printing.</p> <p>Use repeating or overlapping shapes.</p> <p>Press, roll, rub and stamp to make</p>	<p>Use layers of two or more colours exploring colour mixing.</p> <p>Replicate patterns observed in natural or built environments.</p>	<p>Make printing blocks using relief and impressed images.</p> <p>Make precise patterns – repeating and reflecting.</p> <p>Modify and adapt</p>	<p>Build up layers of colours combining prints.</p> <p>Design and develop own print block.</p> <p>Create an accurate pattern, showing</p>	<p>Use patterns with rotations.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>	

		create prints (e.g. fruit, vegetables or sponges).	prints.	Explore Monoprinting. Make printing blocks using relief and impressed images	printing techniques.	fine detail.	
Sculpture	Use materials to make known objects for a purpose . – Carve Shape and form materials. – Pinch and roll coils and slabs using a modelling media. – Make simple joins. Use rolled up paper, straws, paper, card and clay as	Use techniques such as rolling, cutting, moulding and carving and use this visual language. Include lines and texture. Shape and form from direct observation. Replicate patterns and textures in a 2D form.	Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). Include texture that conveys feelings, expression or movement. Use accurate vocab relating to moldable materials. Pinch and roll coils and slabs using a modelling media. Use clay and other mouldable materials.	Add materials to provide interesting detail. Plan and develop ideas. Analyse and interpret natural and manmade forms of construction.	Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. Shape, form, model and join. Use tools to carve and add shapes, texture and pattern. Combine visual and tactile qualities.	Use frameworks such as wire or moulds to provide stability and form. Shape, form, model and join. Use a range of more complex coiling techniques. Use tools to carve and add shapes, texture and pattern. Plan and develop ideas.	

		materials.					
	Collage	Sort and arrange materials. Explore a range of ways to tear and cut materials. Mix materials to create texture.	Use a combination of materials that are cut, torn and glued. Mix materials to create texture.	Select and arrange materials for a striking effect. Ensure work is precise.	Select and arrange materials for a striking effect. Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities.	Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. Use coiling, overlapping, tessellation, mosaic and montage.	Use ceramic mosaic materials and techniques. Combine visual and tactile qualities.
	Textiles	Use weaving to create a pattern. Join materials using glue and/or a stitch – large eyed needles.	Use dip dye techniques. Overlap and overlay to create an effect. Use plaiting to create texture.	Shape and stitch materials. Use basic cross -stitch and back stitch – smaller eyed needles. Colour fabric.	Create weavings. Quilt, pad and gather fabric. Experiment with creating mood and feelings and movement.	Show precision in techniques. Choose from a range of stitching techniques and embellish work.	Combine previously learned techniques to create planned designed pieces. Work collaboratively on a larger piece of work.
	Digital media	Use a wide range of tools to create different textures, lines, tones,	Use a wide range of tools to create different textures, lines, tones, colours	Create images, video and sound recordings and explain why they were	Explore Computer Generated Drawing programs.	Explore Computer Generated Drawing	

		colours and shapes on ICT programs.	and shapes on ICT programs.	created.		programs. Enhance digital media by editing (including sound, video, animation, still images and installations).
To take inspiration from the greats (classic and modern)		<p>Hooks and WAGOLL using various artists should be used across all year groups.</p> <p>All planning should include a piece of art, music, film or object as a HOOK at the beginning of the unit.</p> <p>Children will learn the following skills;</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create 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 notable 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. 				