

THE CAREY FEDERATION



Art and Design Curriculum Progression.

	Year 1 and 2	Year 3 and 4	Years 5 & 6
Drawing	<ul style="list-style-type: none"> • Using images and symbols to name and describe feelings and ideas. • Representing familiar objects as a 'schema' by combining shapes. • Drawing confidently from imagination. • Combine schematic and observational approaches. • Add detail to artwork. • Observing and recording the shapes, patterns and textures found in objects. • Working in a combined schematic and observational way with confidence in placing objects. • Using drawing as the starting point for work in other media as well as in its own right. 	<ul style="list-style-type: none"> • Representing objects with correct proportions. • Observing how shape, colour and tone can be used to describe form. • Using observational drawings as opening studies for more developed work. • Using line, tone and texture to represent objects in three dimensions. • Spending longer periods of time on more challenging activities, concentrating on particular views of objects. • Using tools, such as viewing frames, effectively. • Using drawing as part of the investigation process and presenting work well in a sketchbook 	<ul style="list-style-type: none"> • Depicting shadows and reflections using light and shade. • Combining different pressures and shading techniques. • Developing a personal style. • Choosing appropriate techniques to convey meaning or atmosphere.
Vocabulary	drawing, pencil, scribble, detail, shape	HB, B, 2B, 3B, 5B, different qualities of lead types, scribble, shade, dashes, circles, spirals, hard and soft lines, exploratory lines, control line, colour,	perspective, Focal point, vanishing point, composition, light and heavy pressure

		pattern, texture, form and tone	
Painting	<ul style="list-style-type: none"> • Exploring the tactile and visual qualities of a paintbrush. • Combining materials and tools and enjoy finding out how to achieve different effects. • Mixing paints from a limited range. • Showing control in the use of colour • Understanding that paint is used in different ways for different effects. • With guidance, adding detail to work. 	<ul style="list-style-type: none"> • Working in stages using different materials for particular effects. • Making some independent decisions about colour. • Beginning to understand and identify complementary colours and warm and cool colours. • Speaking about the emotional impact of colour. • Developing painting skills as parts of work that include initial studies and investigation. • Controlling brushes and materials with confidence. • Adopting a systematic approach when mixing and applying colour. • Using a good vocabulary of art terms related to colour concepts such as opacity and transparency. 	<ul style="list-style-type: none"> • Include texture gained through paint mix or brush technique. • Show well developed control is to achieve effects. • Mix appropriate colours to create a suitable colour palette that conveys mood and atmosphere.
Vocabulary	primary colours, secondary colours, mixing, matching, brush, sponge, fingers	tint, tone, wet and dry wash, transparency, marks and strokes, layers, blending, splash, drip and dribble,	composition, hue, intensity, palette knives,
Sculpture	<ul style="list-style-type: none"> • Exploring materials. • Joining simple objects together. • Using a range of modelling materials squeezing, pinching and rolling them to make familiar or fantasy objects. <ul style="list-style-type: none"> • Adding colour, pattern and texture to objects. • Working on a larger scale when appropriate. 	<ul style="list-style-type: none"> • Taking part in extended activities through different stages. • Working independently with a wider range of materials. • Requiring less support when selecting materials and tools. • Using a similar range of materials as at earlier levels but with an increased sensitivity and control. 	<ul style="list-style-type: none"> • Portraiture work has a life like quality gained by choosing and applying the most appropriate techniques. • Making models on a range of scales that communicate observations from the real or natural world. • Producing sculptures that are well proportioned.

	<ul style="list-style-type: none"> • Showing sufficient control to join and manipulate materials for the purpose intended. • Showing a developing understanding of the qualities of the materials used. 	<ul style="list-style-type: none"> • Using more advanced materials like wire and plaster. 	
Vocabulary	sculpture	construction, modelling, Casting, plaster of Paris, ceramics.	composition, structural armatures and surfaces, Mod Roc, reduction and subtraction
Materials and Textiles	<ul style="list-style-type: none"> • Sorting, matching and naming different materials. • Exploring materials to see how they are made. • Using joining processes such as tying and gluing. • Weaving on simple frames for different effects. • Using paints, dyes, crayons and other media to make individual and group designs on textiles. • Joining, positioning and manipulating materials with some independence. 	<ul style="list-style-type: none"> • Developing more control over the making process. • Collecting materials and ideas for work and experiment with materials before using them. • Using more advanced printing and dyeing techniques, combining different processes. • Following a clear design brief to achieve an effect in techniques such as sewing (cross stitch & backstitch) appliqué, embroidery, plaiting and finger knitting. 	<ul style="list-style-type: none"> • To have an understanding of the nature of materials and explore these using them for different purposes. • To develop an understanding of wax resist using it effectively in the response to the work of a textile artist. • Combining a range of sewing, printing, dyeing and joining techniques to good effect. • To design and develop weaving skills. • To respond to artefacts from a different time and culture.
Vocabulary	colour, pattern, texture	fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled materials; line, shape, form and space	composition, fabric collage, paper weaving, willow work, beadwork, mosaic, textile weaving, casting, and using materials such as willow, papers, yarns, plastics, wire and metals, leather, clay, textiles, found and recycled materials; line, shape, form and space
Printing	<ul style="list-style-type: none"> • Using objects and basic tools and equipment to make patterns and images. • Working with a range of processes, controlling materials and tools. 	<ul style="list-style-type: none"> • Approaching work in stages to use simple processes to make more complex designs. • Developing work from initial studies and 	<ul style="list-style-type: none"> • Choosing the appropriate materials on which to print to suit the purpose. • Using drawings and designs to bring fine detail into my work.

	<ul style="list-style-type: none"> • Using printing to illustrate and explore ideas, commenting on what is done. 	<p>investigations.</p> <ul style="list-style-type: none"> • Understanding how printing differs from other art processes and how it is used in different cultures. • Using a number of colours built up in a sequence. • Using precise repeating patterns by creating accurate printing blocks. 	<ul style="list-style-type: none"> • Combining printing techniques within one piece of work to create impact and effect.
Vocabulary	colour, pattern, texture, line, shape, form and space	impression, fabric printing and surface colouring, wax resist	repeat printing, digital technology, tie-dye
Collage	<ul style="list-style-type: none"> • Using cut and torn papers and other materials to make simple patterns and images. • Recognising that materials look and feel different, choosing the most suitable materials for an effect. • Mixing paper and other materials with different textures and appearances. 	<ul style="list-style-type: none"> • Using collage to explore wider art themes. • Returning to work using a range of techniques to develop the final image. • Experimenting with techniques that use contrasting textures, colours or patterns. (rough/smooth, light/dark, plain/patterned) • Experimenting with ceramic mosaic techniques to produce a piece of art. 	<ul style="list-style-type: none"> • Choosing the most appropriate materials to fit the purpose. • Conveying a definite theme that is apparent to any viewer.
Vocabulary	2D 3D making, forming, modelling	researching, selecting, collecting, assembling, cutting, tearing, sticking, layering	rubbing, superimposing, montage