Art & Design Scheme of Work/Progression – Class 1

Generating Ideas	Making	Knowledge and Understanding	Evaluating
• Record and explore ideas from first hand observations • Ask and answer questions about the starting points for their work • Develop ideas, try things out, change their mind • Explore the work of artists, crafts people and designers from different times and cultures describing the differences and similarities between different practices and disciplines, and making links to their own work	• Try out a range of materials and processes and recognise that they have different qualities • Use materials purposefully to achieve particular characteristics or qualities • Work spontaneously and enjoy the act of making/creating • Sustain concentration and control when experimenting with tools and materials	• Know how to explain what they are doing • Know how to recognise and describe some simple characteristics of different kinds of art, craft and design • Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use	• Recognise and describe key features of their own and others' work • Show interest in and describe what they think about their own work and that of others • Identify what they might change in their current work or develop in future work

Drawing
Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk. Control the types of marks made with the range of media.

Lines and Marks	Shape	Tone	Texture
Draw lines/marks from observations Invent new lines Draw on different surfaces with a range of media	Observe and draw shapes form observation Draw shapes in between objects Invent new shapes	Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Investigate textures by describing, naming, rubbing, copying

Vocabulary-Drawing
Draw, pencil, thick, thin, line, dark, light, charcoal, graphite, crayon, pastels, soft, fine, detail, mark

Digital Media	Painting	Printing	Textiles	3D	Collage
Explore ideas using digital sources Use a simple graphics package (e.g 2Simple) to create images and effects with: **Lines** by changing the size of brushes **Shapes** using eraser, shape and fill tools **Colours** and texture using simple filters to manipulate and create images Use basic selection and cropping tools **Vocabulary** Paint program, tool, paintbrush, erase, fill, undo, click, drag, save, icon, outline	Use a variety of tools and techniques including different brush sizes and types, fingers, sticks Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques e.g. layering, mixing media, scraping through **Colour** Identify primary colours by name. Mix primary shades and tones	Print with a range of hard and soft materials e.g. corks, pen barrels, sponges, rollers, natural materials Simple mono-prints-ink on the table, draw onto ink and roll paper across Roll printing ink over found materials/objects to create patterns e.g. plastic mesh Create simple printing blocks e.g. vegetable printing Explore repeating patterns	Experiment with fabrics and threads-knotting, fraying, fringing, twisting, plaiting Cut and shape fabric using scissors Apply shapes with glue or stitching Apply decoration using beads, buttons, feathers etc. **Colour** Apply colour with printing, dipping, fabric crayons/pens **Texture** Create fabrics by weaving e.g. grass through	Manipulate malleable materials in a variety of ways including rolling and kneading Use malleable materials to create an object e.g. pot, tile, figure Use natural objects from the environment **Form** Experiment with constructing and joining recycled, natural and manmade materials **Texture** Change the surface of a malleable material e.g. use	Create images from a variety of media e.g. photocopies, fabric, crepe/tissue paper, magazines, card board, foil etc. Fold, crumple, tear and overlap papers Arrange and glue materials onto different backgrounds of different scales **Colour** Collect, sort and match colours appropriate for an image **Shape** Create and arrange shapes appropriately

	Texture Create textured paint by adding sand, plaster, sand, sawdust Vocabulary Painting, primary colour, secondary colour, thick, thin, brush/es, see, colour, dark, light, shade/s, scraping, mix, layer, texture	Colour Experiment with over printing motifs and colour Texture Make rubbings to collect textures and patterns Vocabulary Repeat/ing, pattern, print, sponge, vegetables, paper, textile, design, printing block, rubbing, image, surface, press, pressure, decoration, ink, roll	twigs, carrier bags on bike wheel Vocabulary Sort, thread, fabric, colour, texture, weave, pattern, shape, glue, stick, scissors, sew, needle, felt, knot, fray, plait, twist, fringing, decoration, dip	different tools to add texture to clay, add found, natural objects such as rice, pulses, grasses Vocabulary Cut, roll, coil, texture, tools, shape/s, model, stick, attach, natural, materials, rolling, kneading, press	Texture Create, select and use textured paper/materials for an image, overlay different textures Vocabulary Cut, tear, fold, crumple, paper, card, collage, gather, sort, materials, stick, glue, scissors, fabric, arrange, background, texture

Art & Design Scheme of Work/Progression – Class 2

Generating Ideas	Making	Knowledge and Understanding	Evaluating
• Try out different activities and make sensible choices about what to do next • Gather and review information, references and resources related to their ideas and intentions. • Use a sketchbook for different purposes, including recording observations, planning and shaping ideas and begin to plan outcomes (begin to show several different versions of an idea). Annotate work in sketchbook	• Develop practical skills by experimenting with, and testing the nature and qualities of a range of different materials and techniques. • Select, and use appropriately, a variety of materials and techniques in order to create their own work. • Apply the technical skills they are learning to improve the quality of their work. *(for instance, in painting they select and use different brushes for different purposes)*	• Know about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. • Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety.	• Regularly reflect upon what they like and dislike about their work and use comparisons with the work of others (pupils and artists) in order to improve it *(for instance they think carefully before explaining to their teacher what they like and what they will do next)*

Drawing

Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time. Use a range of drawing materials such as pencils, chalk, pastels, charcoal, ink, pens, rubbers, crayons

Vocabulary-Drawing

Draw, pencil, graphite, charcoal, pen, thick/ness, thin, line, broad, grade, view, tone, pattern, light, dark, shade, texture, sketch, soft, fine, pattern, detail, mirror image, frame, position, boundary, map

Lines and Marks	Form and Shape	Tone	Texture
Make marks and lines with a wide range of drawing implements (see above). Experiment with different grades of pencil and other implements to make lines and marks (sticks, ink pens etc)	Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in drawing in a simple way.	Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

Digital Media	Painting	Printing	Textiles	3D	Collage
Present recorded visual images using software, e.g. Photostory, Powerpoint Use a graphics package to create images and effects with:	Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textured effects. Use different paper	Create a printing block using a relief or impressed method, e.g. string prints, cut shapes from found materials, polystyrene tiles, vegetable blocks	Experiment with fabrics and threads-knotting, fraying, fringing, twisting, plaiting Cut and shape fabric using scissors. Apply shapes by	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other	Create images/designs from a variety of media e.g. photocopies, fabric, crepe/tissue paper, magazines, card board, foil etc.

Lines by controlling the brush tool with increasing precision. Changing the type of brush **Shapes** Select shapes to cut, duplicate and repeat Experiment with **Colours** and texture by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose **Vocabulary** crop, rotate, background, foreground, order, enlarge, reduce, resize, Paint program, tool, paintbrush, erase, fill, undo, click, drag, save, icon, outline	Work on a range of scales and use correct tools accordingly, e.g thin brush on small picture Experiment with tools and techniques e.g. layering, mixing media, scraping through **Colour** Mix colours and know which primary colours make secondary colours. Use specific colour language. Mix and use tints and shades **Vocabulary** Painting, primary colour, secondary colour, mix, match, thick, thin, light, dark, warm, cold, shade, bright, scraping, brush/es, see, colour, tint, tones, background, foreground, middle-ground, wash, range, different effects, accuracy, predict, colour wheel, colour wash, abstract, bold, delicate, detailed, watery, opaque	Create repeating patterns Print with two colour overlays **Vocabulary** Repeat/ing, pattern, print, press, paper, textile, design, printing block, roll/ing, rub/bing, stamp/ing, designer, rub, smudge, image, surface, pressure, decoration, rotate, monoprint, two-tone print, imprint, impression, negative image, positive image, stencil, overlay	stitching and develop stitching skills. Apply decoration using beads, buttons, feathers, cords etc. Experiment with paste resist **Colour** Apply colour with printing, dipping, fabric crayons/pens, dyeing i.e. onions, tea, coffee **Texture** Create fabrics by weaving **Vocabulary** Sort, thread, fabric, colour, texture, weave, join, glue, stick, scissors, sew, stitch, needle, form, padding, detail, together, create, pattern, shape, applique, layers, combine, fur, silk, satin, net, weave, wool, yarn, felt, hessian, bunching, dip, soak, resist, threading, knotting, fraying, fringing, twisting, plaiting, decoration, embroidery, cross stitch, paste, resist, running stich	shapes. Roll flat tiles using wooden guides. Use tools creatively to add texture and lines to pieces Use natural objects and materials from the environment Create surface patterns and textures in a malleable material. Use papier mache to create a simple 3D object **Vocabulary** Cut, roll, coil, texture, tools, shape/s, make, clay, join, line, guides, life size, materials, form, sculpture, assemble, attach, construct, impress, detail, decoration, two-dimensional, three-dimensional, tiles, brick, slate, wood, stone, metal, texture, bronze, iron, statue, papier mache	Experiment with a range of collage techniques such as tearing, folding, crumpling, fringing, spirals, overlapping and layering to create images and represent textures Use different backgrounds of different scales Use collage as a means of collecting ideas and information **Vocabulary** Cut, tear, fold, crumple, fringe, spiral, paper, card, collage, gather, sort, materials, create, glue, add, accurately, overlap, layering, experiment, colour, mosaic, montage, texture, fabric, pattern, shape, layers

Art & Design Scheme of Work/Progression – Class 3

Generating Ideas	**Making**	**Knowledge and Understanding**	**Evaluating**
• Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Begin to show curiosity, imagination and originality • Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information. Sketchbooks will show how work will be produced and how the qualities of the materials will be used	• Confidently investigate and exploit the potential of new and unfamiliar materials *(for instance, try out several different ways of using tools and materials that are new to them).* Take action to refine their technical and craft skills in order to improve their mastery of materials and techniques • Use their acquired technical expertise to make work which effectively reflects their ideas and intentions • Independently select and effectively use relevant processes in order to create successful and finished work	• Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural, historical and social context in which they worked • Know how to describe the processes they are using and how they hope to achieve high quality outcomes • Know about the technical vocabulary and techniques for modifying the qualities of different materials and processes.	• Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work

Drawing		
Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.	**Lines, Marks, Tone, Form and Texture** Use wet and dry media to make different marks, lines patterns and shapes within a drawing. Explore colour mixing and blending techniques with coloured pencils. 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.	**Perspective and Composition** Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middleground and background. Show an awareness of how paintings are created i.e. composition.

Vocabulary-Drawing

Sketch, marks, lines, texture, tone, shape, colour, represent, figures, forms, movement, reflection, materials, shade, create, mood, feeling, grades, charcoal, pastels, accuracy, observation/al, imagination, plan, distance, pressure, portrait, viewpoint, angle, perspective, bird's eye view, alter, modify, panorama, vista, image, subject

Digital Media	Painting	Printing	Textiles	3D	Collage
Present recorded visual images using software, e.g. Photostory, Powerpoint Use a graphics package to create and manipulate new images 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 (sketchbooks etc.)

Vocabulary manipulate, import, layers, crop, rotate, background, foreground, sequence, order, blurred, sharp, pixelate, enlarge, reduce, flip, resize, negative, sharpen, tiled, graphic, border, frame, greyscale | Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources **Colour** Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complementary and contrasting colours. Work with complimentary colours

Vocabulary facial expression, body language, create, colours, mood, shading, feeling, express emotion, organize, line, tone, shape, represent, figures, forms, movement, own style, wide range techniques, specific, paint techniques, mix, splattered, dabbed, scraped, dotted, stroked, textured, flat, layered, opaque, translucent, intense, scenery, urban, townscape, seascape, traditional, modern, representational, imaginary, | Create printing blocks by simplifying an initial sketchbook idea. Use a relief or impressed method, e.g. string prints, cut shapes from found materials, polystyrene tiles, lino printing

Print with three colour overlays

Work into prints with a range of media e.g. pens, colour pens and paints

Vocabulary print, different, materials, colours, accurate, design, repeated, design criteria, overprint, patterns, method, effectiveness, manipulate, block, continuous, water-based, oil-based, inking-up, overlap, pressure, motif, rotation, reflection, symmetrical, overlay, tiles, impressed, lino print, string print | Use fabrics to create 3D structures e.g. kites Use different grades of threads and needles. Develop stitching skills

Experiment with batik techniques. Experiment with dying techniques e.g. tie dying

Experiment with a range of media to overlap and layer creating interesting colours and textures and effects, including padding

Vocabulary texture, sewing, skills, running stitch, cross stitch, back stitch, applique, embroidery, visual elements, tactile elements, cloth, fray, embellished, warp, weft, replicate, batik, enhance aesthetic, padding, overlap, layer, effect | Shape, form, model and construct from observation or imagination

Use recycled, natural and man-made materials (incl. mod-roc) to create sculptures in different scales Plan a sculpture through drawing and other preparatory work Develop skills in using clay incl. slabs, coils, slips etc Produce intricate patterns and textures in a malleable media

Vocabulary Sculpt, clay, mouldable, material, experiment, combine materials, processes, design, 3D form, experiment, scale, audience, form, shape, texture, composition, ornate, symbolic, perspective, realistic, proportion, flexible, pliable, hollow, solid, surface, angle, plane, relief, gesture, pose, slab, coil, slip, pattern | Add collage to a painted, printed or drawn background

Create images/designs from a variety of media e.g. photocopies, fabric, crepe/tissue paper, magazines, card board, foil etc. Use a range of collage techniques (tearing, folding, crumpling, fringing, spirals, overlapping, layering) Use collage as a means of extending work from initial ideas

Vocabulary combine, visual, tactile, qualities, express mood/emotion, justify materials, pattern, tone, shape, image, design, tear, fold, crumple, fringing, spirals, overlapping, layering |

	Impressionist, abstract, idealized, natural, swirling, stippled, transparent, opaque, foreground, background, middle ground, horizon, still life, composition, complimentary, effect				