

Middlefield Curriculum Progression Grids: Art and Design

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask & answer questions about the starting points for their work and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople & designers in different times and cultures.</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask & answer questions about the starting points for their work & the processes they have used. Develop their ideas.</p> <p>Explore the differences & similarities within the work of artists, craftspeople & designers in different times & cultures.</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>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 and processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>		
Evaluating and developing work (ongoing)	<p>Review what they and others have done and say what they think and feel about it. E.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work.</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>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>		
Drawing	<p>Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk & other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal & ballpoint.</p> <p>Understand the basic use of a sketchbook & work out ideas for drawings.</p>	<p>Experiment with different grades of pencil & other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect & record visual information from different sources.</p>	<p>Make informed choices in drawing, including paper & media.</p> <p>Alter & refine drawings and describe changes using art vocabulary.</p> <p>Collect images & information independently in a sketchbook.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained & independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry & wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p>

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		<p>Draw for a sustained period of time from the figure & real objects, including single & grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape & pattern.</p>	<p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Painting	<p>Use a variety of tools and techniques, including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, including layering, mixing media, scraping through.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper.</p>	<p>Mix a variety of colours & know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects & textures, including blocking in colour, washes, thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture.</p>	<p>Make & match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints & implements appropriately.</p> <p>Show increasing independence & creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints, using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, including those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p>
3 D form	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading & shaping.</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct & join recycled, natural and man-made materials.</p>	<p>Manipulate clay for a variety of purposes, including thumb pots, simple coil pots & models.</p> <p>Build a texture relief tile.</p> <p>Understand safety & basic care of materials & tools. Experiment with, construct & join recycled, natural & man-made materials more confidently.</p>	<p>Join clay adequately & work reasonable independently.</p> <p>Construct a simple clay base for extending & modelling other shapes.</p> <p>Make a simple papier mache object.</p> <p>Plan, design & make models.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural & man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing & other preparatory work.</p>	<p>Develop skills in using clay, including slabs, coils, slips.</p> <p>Make a mould & use plaster safely.</p> <p>Create sculpture & constructions with increasing independence.</p>

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