



Chelmondiston C of E Primary School
Big Ideas Progression in Art and Design



Subject Intent:

Our Art and Design curriculum aims to furnish children with the knowledge and experience of a range of creative techniques, and the opportunity to explore and refine these through their own creative expression. The children will explore and respond to a range of works from artists at local, national and global level. They will interpret and reproduce their own versions of these works. Opportunities for self-expression and the acknowledgement and appreciation of the artistic expression of others are fundamental to our intent for this subject.

Big Idea: Technique

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function. (ELG) 	<ul style="list-style-type: none"> • (Drawing) Mark make using a variety of media, create own tools and surfaces to work on. • (Painting) Investigate and use painting materials, techniques and processes. • (Collage) Explore ideas about collage and use natural and man-made materials to communicate ideas and meanings. • (Printmaking) Explore ideas about resist and block printmaking. • (Textiles) Explore natural and man-made materials in weaving and resist pieces. 	<ul style="list-style-type: none"> • (Drawing) Mark making using paints, brushes and other tools. • (Painting) Explore shape, pattern and colour using different brush strokes. • (Collage) Investigate and use collage materials and processes to communicate ideas about line, shape, colour. • (Printmaking) Investigate and use resist and relief printmaking materials and processes to communicate ideas. • (Textiles) Explore ideas through making dip dyes, rubbings, 	<ul style="list-style-type: none"> • (Drawing) Discuss different forms of patterning and record, enlarge and extend with regard to line, shape and colour. • (Painting) Experiment with painting techniques and understand how paint can be mixed and applied. • (Collage) Explore how line, colour, shape and space can be organised and combined to create responses to artists' work. • (Printmaking) Use rollers to produce work using different marks, ink up a slab and produce a monOprint on 	<ul style="list-style-type: none"> • (Drawing) Develop fine control of tools and produce detailed drawings. • Able to use landscape as a starting point for artwork, developed in response to work by famous artist. • (Painting) Explore colour and a variety of painting methods and techniques. • (Collage) Explore how visual qualities can be organised and combined for different purposes to communicate their ideas. • (Printmaking) Use mono print, press print and collagraph to 	<ul style="list-style-type: none"> • (Drawing) Use a viewfinder to select lines and shapes from the work of a famous artist and use this in their images. • Investigate working in the negative and use this technique to respond to the work of a famous artist. • (Painting) Explore patterns, record, match and extend to realise their intentions. • (Collage) Organise and combine visual and tactile qualities of materials and develop explorations, ideas and responses in their work. 	<ul style="list-style-type: none"> • (Drawing) Investigate drawing materials and techniques to communicate their ideas to others focusing on different visual elements of art. • (Drawing) Working within a group, able to show an understanding of tone when working on an enlarged facial image. • (Painting) Apply different techniques using colour and understand the ideas and approaches that different artists. • (Collage) Use materials and process to

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		<ul style="list-style-type: none"> • (3D) Use clay to produce a tile with an impressed pattern and make a plaster mould cast. 	<p>relief block prints, card wraps and respond to examples from different times and cultures.</p> <ul style="list-style-type: none"> • (3D) Manipulate clay to produce imaginative forms. 	<p>different surfaces.</p> <ul style="list-style-type: none"> • (Textiles) Collect visual information, experiment with dip dyes, collagraph and plasticine relief blocks to make repeat patterns. • (3D) Experiment with brown gummed tape, clay slabs and paper strips to produce 3D forms. 	<p>reflect linear aspect and shapes found in African design in repeat pattern work.</p> <ul style="list-style-type: none"> • (Textiles) Combine variety of dip dye, mono printing, knotting and wrapping techniques. • (3D) Experiment with materials and techniques. 	<ul style="list-style-type: none"> • (Printmaking) Combine previously learned processes and techniques. • (Textiles) Experiment and combine materials and processes to make hangings, batik and layered collage images • (3D) Organise and combine visual and tactile qualities. 	<p>communicate ideas and processes in their own work.</p> <ul style="list-style-type: none"> • (Printmaking) Able to use own drawings as starting point to produce own unique state prints. • (Textiles) Use material and processes to communicate ideas and processes. • (3D) Collect visual and other information to help develop ideas and record from direct observation into 3D form.
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Big Idea: **Exposure**

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function. (ELG) 	<ul style="list-style-type: none"> • (Drawing) Discuss the work of others, talk about their own work and show that they can suggest ways of improving it. • (Painting) Respond to the work of an artist by producing work in their style, discussing similarities between own and artist's work. 	<ul style="list-style-type: none"> • (Drawing) Mark-make in response to music, record objects and arrangements from different viewpoints. • Suggest ways of improving their work and to say what they think and feel about their own work and the work of others. • (Painting) 	<ul style="list-style-type: none"> • (Drawing) Explore ideas, collect examples and respond to mark making by artists. • (Painting) Comment on differences and similarities between their own and others' work, including artists and suggest improvements to 	<ul style="list-style-type: none"> • (Drawing) Observe closely and discuss natural forms and produce detailed analytical drawings. • Make a variety of marks in response to descriptive vocabulary when listening to a story. • (Painting) Collect visual and other information and 	<ul style="list-style-type: none"> • (Drawing) Discuss their work and that of others and suggest way of improving and developing images. • (Painting) Produce images in response to well-known artists focusing on the use of colour in their work. 	<ul style="list-style-type: none"> • (Drawing) Apply different techniques using colour and understand the ideas and approaches that different artists use in their work. • Say what they think about the work that they and

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		<ul style="list-style-type: none"> • (Collage) Say what they think and feel about their own and others' work and suggest ways of improving their own work. • (Printmaking) Investigate/use print making materials/ techniques/processes to communicate ideas in experimental work. • (Textiles) Comment on differences in their own and others' work and suggest ways of improving their own work. • (3D) Explore ideas and collect visual and other information to develop their work, organise and combine visual and tactile qualities. 	<p>Incorporate painting techniques learnt in imaginative images.</p> <ul style="list-style-type: none"> • (Collage) Work with others to develop large-scale responses. • Say what they think and feel about their own and others' work and suggest ways of improving their own work. • (Printmaking) Investigate/use print making materials/ techniques/processes to communicate ideas in experimental work. • (Textiles) Respond to individually selected reproductions from different cultures and times. • (3D) Explore and communicate ideas in response to Aboriginal Art. 	<p>their own images.</p> <ul style="list-style-type: none"> • (Collage) Use information about the work of artists to respond to an artist's style. • (Printmaking) Adapt and improve their work according to its purpose. • (Textiles) Explore how ideas, pattern and colour can be organised and combined. • (3D) Explore ideas and collect information to produce 3D painted forms in response to works of art. 	<p>record this to inform own work.</p> <ul style="list-style-type: none"> • Comment on ideas, methods and approaches used in their own and others' work, including artists, and adapt and improve their own work. • (Collage) Explore ideas and collect information in responding to artists' work. • (Printmaking) Discuss their own work and that of others and make improvements to the work as it progresses. • (Textiles) Explore ideas about how colour and pattern have been organised • (3D) Explore ideas and collect visual information to develop their ideas, experiment with materials and techniques. 	<ul style="list-style-type: none"> • (Collage) Explore working in the negative and use this technique to respond to the work of a famous artist. • (Printmaking) Research and discuss work of printmakers and develop responses through their own work. • (Textiles) Explore ideas, record processes, compare and discuss methods and ways of working, relating these to their own work. • (3D) Experiment with/use knowledge of sculptural technique and processes to communicate ideas and experiences. 	<p>others have produced and suggest ways of improving it.</p> <ul style="list-style-type: none"> • (Painting) Compare and comment on the works of Cubist painters and use techniques of combining and organising images to produce work in their own style. • Investigate drawing materials and techniques to communicate their ideas to others, focusing on different visual elements of art. • (Collage) Explore ideas about the work of cubist artists, collecting visual and other information by observing and recording from first-hand and secondary sources. • (Printmaking) Develop an understanding of batik processes. • (Textiles) Collect visual and other information and select and develop ideas. • (3D) Collect visual and other information to help them develop ideas
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							for their work and record from direct observation directly into 3D form.
Big Idea: Self-Expression							
Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	<ul style="list-style-type: none"> Share their creations, explaining the process they have used. (ELG) 	<ul style="list-style-type: none"> (Drawing) Using stories as a starting point, respond visually, showing attention to texture by use of appropriate marks. (Painting) Suggest ways of improving own work, say what they feel about own work and work of others. (Collage) Say what they feel about their own and others' work and suggest ways of improving work. (Printmaking) Suggest ways of improving their own work and say what they think of others' work. (Textiles) Able to comment on differences in own and others' work and suggest ways of improving their own work. (3D) Able to comment on similarities and differences between 	<ul style="list-style-type: none"> (Drawing) Use materials and processes to communicate ideas and meaning. (Painting) Communicate ideas and meanings in response to music and comment on their own and other's work. (Collage) Say what they think about their own and others work and suggest ways of improving own work (Printmaking) Say what they feel about own work and the work of others and suggest ways to improve own work. (Textiles) Say what they feel about own work and that work of others and suggest ways to improve own work. (3D) Comment on differences in own and others' work and suggest ways of improving their own work. 	<ul style="list-style-type: none"> (Drawing) Communicate ideas/observations, comment on own and others' work, suggesting improvements that could be made. (Painting) Comment on own and others' work, including artists, suggest improvements to own images. (Collage) Compare and comment on ideas, methods and approaches used in their own work and that of others, making adaptations as work progresses. (Printmaking) Reflect on and record what they achieved and comment upon their own work and that of others. (Textiles) Comment on similarities and differences between their own and others' work, adapt and improve their own work according 	<ul style="list-style-type: none"> (Drawing) When discussing own and others work, suggest improvements that could be made. (Painting) Comment on ideas, methods, approaches used in their own and others' work, including artists, adapt and improve own work. (Collage) Able to comment on ideas, methods and approaches used in their own and others' work, adapt and improve their work. (Printmaking) Able to discuss their own work and that of others and make improvements to their work as it progresses. (Textiles) Comment on ideas, methods and approaches used in own and others' work and adapt and improve their work. 	<ul style="list-style-type: none"> (Drawing) Share ideas about mark making, investigate drawing materials, communicate ideas to others. (Painting) none (Collage) Compare and comment on ideas, methods and approaches used in their own and others' work, adapt and improve their work as it progresses. (Printmaking) Discuss what they and others have done and make improvements to their work. (Textiles) Adapt and improve their work as it progresses. (3D) Compare and comment on ideas, methods and approaches in their own and others' work, adapting and improving own work as it progresses. 	<ul style="list-style-type: none"> (Drawing) Use a sketchbook to organise and explore ideas and review their own work. (Painting) none (Collage) Use materials and processes to communicate ideas and processes in their own and others' work and discuss, adapt and improve their work to realise their intentions. (Printmaking) Use own drawings as a starting point for producing unique state prints. (Textiles) Use materials and processes to communicate ideas and meanings. (3D) Able to develop a series of pieces , adapting and improving their work as it progresses.

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		their own and others' work.		to its purpose. <ul style="list-style-type: none">• (3D) Able to comment on own and others' and suggest improvements to their own work.	<ul style="list-style-type: none">• (3D) Comment on ideas, methods and approaches used in own and others' work and adapt and improve their own work.		
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