

Sequenced Components of the Art and Design Aims

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making - Proficiency - Visual Elements	visual elements	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts	refer to document - Sequential Progression of Visual Elements / Concepts
	Drawing methods and techniques	draw outlines drawing a front view drawing a back view drawing a side view	hatching outlines observational drawing	distant hold drawing cross hatching texture drawing	drawing forms using tone making and using stencils	grid method for enlarging layering thumbnails for design templates colour quality - monochrome, hues	stippling barrier method wet media drawing - fineliners wet media drawing - cartridge pens	hatching using wet media - ballpoint pen cross hatching using ballpoint pens making marks - dip pen and ink timed thumbnail drawings single point perspective
	Painting methods and techniques	primary colours colour wheel - primary colours colour quality - light and dark	blending colour wheel - secondary colours colour quality - secondary colours	colour quality - tints colour quality - shades	colour quality - neutral colours making and using stencils	colour quality - complementary/contrast colours	colour quality - symbolic colours	colour quality - tertiary colours
	Sculpture methods and techniques	twisting pinching rolling pin	rolling using palms rolling using fingertips rubbing / rolling / pressing into clay	rolling egg shapes twisted coils	pulled clay form	slab rolling coil plaiting	carving forms	coil construction
	High quality media	soft pastels felt tip pens playdough	graphite pencils 2B, sticks painting sticks watercolour blocks clay	graphite pencils 4H, 2B, 6B oil pastels watercolour blocks clay	graphite pencils 4H 2H HB 2B 4B 6B 8B charcoal earth tone soft pastels clay	hues of green across media watercolour palettes clay	fineliners cartridge pens skin tone pencils watercolour palettes clay	dip pen and ink + ballpoint pens acrylic paint watercolour palettes clay
	respect for media	*use media, materials and tools safely, taking care of media	*use media and tools safely, taking care of media	*demonstrate safe and correct procedures for using and cleaning media and tools	*demonstrate safe and correct procedures for using and cleaning media and tools	*demonstrate an understanding of the safe and correct procedures for using and cleaning media and tools	*demonstrate respect of the procedures for taking care of media and tools	*demonstrate respect of the procedures for taking care of media and tools
Explore Ideas / record experiences	primary sources	*copy from primary resources across different cultural traditions	*record observations from primary sources across history *explore ideas using primary sources	*record observations from primary sources across history *explore ideas using primary sources	*select and record observations from primary sources *explore ideas from primary sources across history	*select and record observations from primary sources *explore ideas from primary sources across history and cultures	*record observations from primary sources across art practices *explore ideas from primary sources across art practices	*record observations from primary sources across art disciplines *explore ideas from primary sources across art disciplines
	first-hand experiences	*record observations of everyday forms *ideas from imagination	*record observations of everyday forms *explore ideas using natural forms	*record observations of everyday forms *explore ideas for the background / setting	*record observations of everyday forms *explore ideas from the WPS community 'our class'	*record observations of everyday forms *explore ideas from the WPS community 'our school'	*record observations of everyday forms, annotate using visual language and ... *explore ideas of 'self' and compare with WPS community 'my class'	*record observations of everyday forms, annotate using visual language and ... *explore ideas from the whole WPS community
	refine own artwork		*with adult modelling, begin to know how to make an improvement	*identify and make an improvement to their artwork, with support	*recognise one area for improvement, discuss how and what to change to show improvement	*recognise one area for improvement using visual language to reason why, discuss how and what to change to show improvement	*identify a strength and an area for improvement using visual language to reason why, suggest a change - make the change	*identify strengths and areas for improvement, make relevant changes *identify how their artwork could be developed further
Evaluate and explain	Analyse - to identify and interpret artworks	*identify lines, shapes, colours and the subject matter in artworks	*identify dot patterns in artworks *identify foreground /subject matter in artworks	*identify background / setting in artworks *identify the differences and similarities between artworks using visual language	*identify and analyse tone and visual form in artworks *identify silhouettes in artworks	*analyse visual texture in artworks	*analyse stippling and atmospheric perspective in artworks	*analyse perspective and proportion / size in artworks *interpret / analyse artworks by contextual information to identify ideas and messages conveyed
	opinion	*select an artwork they like and give a reason why	*say what I like or dislike about an artwork and give a reason why	*express a preference about an artwork using visual language	*express preferences for artworks using visual language	*use visual language to compare preferences about artworks with others	*compare their own interpretation of an artwork with others	*compare responses to an artwork before and after working in same media
	evaluate own artwork	*talk about what they have made, the subject matter, how it was made and name what they used to make it - whilst creating it	*use visual language to describe and explain/evaluate their artwork - while creating it	*use visual language to describe and evaluate their artwork - annotations about what went well and why	*use visual language to describe and evaluate their artwork - annotations about what went well, effective media	*use visual language to describe and evaluate their artwork - annotations about what went well, effective techniques	*record what went well and why - technique used / is effective because / next step might be	*record what went well and why - technique used / is effective because / this was inspired by / next step might be
Know art - Disciplinary knowledge	Art movements	*compare images from different movements that represent the same subject matter	*recognise a significant element in an art movement	*compare artworks from different art movements with different background settings	*compare artworks with a similar message / purpose from different art eras	*interpret the link between artworks from different eras of history and cultures	*know what the influences and inspirations to a great artist were	*determine messages communicated by an artwork in a particular style
	What art is	*recognise that people create art	*recognise that people have created art across history	*know what an art gallery is	*know the different roles of street art	*know how art is valued by communities	*know the ways artworks are evaluated by experts	*know the ways art is judged by experts