



## St Edward's Catholic First School Art and Design & Technology Progression 2023-24

Year Group	Year 1	Year 2	Year 3	Year 4
<b>Drawing</b>	<ul style="list-style-type: none"> <li>· Exploring line and shape</li> <li>· Making different marks, using a variety of materials</li> <li>· Noticing shapes</li> <li>· Creating abstract art</li> <li>· Begin to use sketchbooks</li> </ul>	<ul style="list-style-type: none"> <li>· Sketchbook development</li> <li>· Drawing patterns</li> <li>· Begin to use shading in drawing</li> <li>· How to create different textures</li> <li>· Using different drawing materials</li> <li>· Observational drawing</li> </ul>	<ul style="list-style-type: none"> <li>· Developing shading Techniques</li> <li>· Observational drawing from still life</li> <li>· Identifying shapes around us and using them to draw geometric and organic form</li> <li>· Developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>· Face proportion</li> <li>· Observational drawing from still life</li> <li>· Using shading to create shape</li> <li>· Adding light and dark, shadows</li> <li>· Composition of a picture</li> <li>· Developing ideas</li> </ul>
<b>Painting</b>	<ul style="list-style-type: none"> <li>· Primary and secondary colour</li> <li>· Colour Wheel introduction</li> <li>· Mixing shades of one colour</li> <li>· Using different paints, mixed and watercolour paint</li> <li>· Using different brushes</li> <li>· Sponges and other tools to make marks</li> </ul>	<ul style="list-style-type: none"> <li>· Colour mixing</li> <li>· Primary colours and secondary colours</li> <li>· Colour wheel development</li> <li>· Shades of colours, mixing to make dark and light shades of secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>· Colour wheels</li> <li>· Tints and tones, experimenting making different shades of colours.</li> <li>· Watercolour application, wet on wet paint. Wet paint on dry background. Using salt or similar to make textures, interesting marks.</li> <li>· Different paint techniques</li> </ul>	<ul style="list-style-type: none"> <li>· Colour wheels adding tertiary colours</li> <li>· Tints and Tones, applying this to our art, mixing different shades of secondary colours.</li> <li>· Creating warm and cold colours</li> <li>· Using different paint applications</li> <li>· Watercolour, Acrylic, Ink</li> </ul>
<b>Printing/Pattern</b>	<ul style="list-style-type: none"> <li>· Creating Rubbings, experiment with different textures</li> <li>· Printing/mark making</li> <li>· Lego printing</li> </ul>	<ul style="list-style-type: none"> <li>· Printing with different materials</li> <li>· Making a foam print, using sketchbook ideas</li> <li>· Using rollers and printing ink, creating one colour prints</li> </ul>	<ul style="list-style-type: none"> <li>· Using sketchbooks for idea development</li> <li>· Designing a print from drawings</li> <li>· Printing with gel plates</li> <li>· Foam printing</li> </ul>	<ul style="list-style-type: none"> <li>· Research and discussion of print artists</li> <li>· Creating patterns, how do we make a repeat pattern</li> <li>· Printing</li> </ul>
<b>Textiles/Sewing</b>	<ul style="list-style-type: none"> <li>· Creating pattern by using a mixture of materials</li> <li>· Exploring texture, pattern, working with different materials</li> </ul>	<ul style="list-style-type: none"> <li>· Experiment with paper weaving</li> <li>· Recognizing organic and man-made pattern</li> <li>· Noticing patterns around us</li> <li>· Creating patterns</li> </ul>	<ul style="list-style-type: none"> <li>· Reviewing the work of different textile artists</li> <li>· Learning about weaving</li> <li>· The weft and the warp</li> </ul>	<ul style="list-style-type: none"> <li>· Designing a felt pattern</li> <li>· Cutting and preparing fabric</li> <li>· Sewing felt</li> <li>· Threading a needle</li> <li>· Attaching a button</li> </ul>



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			<ul style="list-style-type: none"> <li>Creating a loom and creating a weave using a mixture of fabrics</li> </ul>	<ul style="list-style-type: none"> <li>Following a design sheet plan</li> </ul>
<b>3D Form</b>	<ul style="list-style-type: none"> <li>Clay, using modelling dough</li> <li>Molding shapes</li> <li>Junk Modelling</li> <li>Cutting, sticking</li> <li>Creating simple stick models</li> </ul>	<ul style="list-style-type: none"> <li>Creating pattern and form using clay, using different tools to create marks</li> <li>Model Making</li> <li>Choosing materials</li> </ul>	<ul style="list-style-type: none"> <li>Clay, developing form</li> <li>Using different modelling tools</li> <li>Designing and Making models</li> <li>Using recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>Design and make art using clay</li> <li>Use different tools to create marks, pattern and details</li> <li>Model Making, planning and making</li> </ul>
<b>Cooking and Nutrition</b>	<ul style="list-style-type: none"> <li>Food groups</li> <li>Balanced diet</li> <li>Preparing ingredients</li> <li>Taste testing</li> </ul>	<ul style="list-style-type: none"> <li>Food groups</li> <li>Balanced diet</li> <li>Preparing ingredients</li> <li>Taste testing</li> </ul>	<ul style="list-style-type: none"> <li>Food groups</li> <li>Balanced diet</li> <li>Preparing ingredients</li> <li>Taste testing</li> </ul>	<ul style="list-style-type: none"> <li>Food groups</li> <li>Balanced diet</li> <li>Preparing ingredients</li> <li>Taste testing</li> </ul>
<b>Artists</b>	<ul style="list-style-type: none"> <li>Wassily Kandinski</li> <li>Alma Woodsey Thomas</li> <li>Vincent Van Gogh</li> </ul>	<ul style="list-style-type: none"> <li>Freidensreich Hundertwasser</li> <li>Jean Michel Basquiat</li> <li>Roy Litchenstein</li> <li>Lucy Arnold</li> </ul>	<ul style="list-style-type: none"> <li>Georgia O'Keefe</li> <li>David Hockney</li> <li>El Anutsui</li> <li>Paul Klee</li> </ul>	<ul style="list-style-type: none"> <li>Andy Warhol</li> <li>Jacob Lawrence</li> <li>Frida Kahlo</li> <li>David Hockney</li> <li>Henri Matisse</li> </ul>
<b>Ongoing</b>	<ul style="list-style-type: none"> <li>Working Collaboratively</li> <li>Investigating art, craft, design, artists and topics.</li> <li>Using our imagination</li> <li>Reflecting, looking back at what we have made, what could we do differently</li> <li>Discussion, talking about what we will make or have made/created</li> </ul>		<ul style="list-style-type: none"> <li>Using sketchbooks to record, review and revisit</li> <li>Investigate art, craft, design, genres, artists and relevant topics</li> <li>Reflecting, looking back at what we have made, what could we do differently or how to develop an idea</li> <li>Discussion, talking about what we will make or have made/created</li> <li>Sharing our ideas</li> </ul>	
	<ul style="list-style-type: none"> <li>Pupils should be taught:</li> </ul>		<ul style="list-style-type: none"> <li>Pupils should be taught:</li> </ul>	



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<b>Art National Curriculum</b>	<ul style="list-style-type: none"><li>· to use a range of materials creatively to design and make products</li><li>· to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li><li>· to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>· about the work of a range of artists</li></ul>	<ul style="list-style-type: none"><li>· to create sketch books to record their observations and use them to review and revisit ideas</li><li>· to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>· about great artists, architects and designers in history</li></ul>
<b>Design &amp; Technology National Curriculum</b>	<ul style="list-style-type: none"><li>· When designing and making, pupils should be taught to:</li><li>· design purposeful, functional, appealing products</li><li>· develop their ideas through talking, drawing, templates</li><li>· select from and use a range of tools and equipment to perform practical</li><li>· select from and use a wide range of materials and components</li><li>· explore and evaluate a range of existing products</li></ul>	<ul style="list-style-type: none"><li>· When designing and making, pupils should be taught to:</li><li>· use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose</li><li>· develop, model and communicate their ideas</li><li>· select from and use a wider range of tools and equipment</li><li>· select from and use a wider range of materials and components</li><li>· evaluate their ideas and products against their own design criteria</li></ul>