



Widnes Academy
Progression within Art and Design

EYFS	3-4 year olds (Nursery)	Reception
	<p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing.</p> <p>Show different emotions in their drawings – happiness, sadness, fear, etc.</p>	<p>Expressive Arts and Design</p> <p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.



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	1.1	1.2	2.1	2.2	3.1	3.2
Year 1	Formal elements of art		Art and design skills	Landscape using different media	Sculptures and collages	
	Exploring three of the formal elements of art: shape, line and colour, children will mix and paint with secondary colours; use circles to create abstract compositions and work collaboratively to create a class piece of art inspired by water.		In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; undertaking two different printing techniques, using 2D shapes to explore a variety of media, mixing different shades of one colour and discussing the work of artist Louis Wain.	Children learn about composition and work with different art materials to create texture for a project they develop over the five lessons. Based on the theme of 'The seaside' with support for adapting to the alternative theme of 'Castles'. The unit can also be easily adapted to other topics.	On the theme of the natural world, children will make sculptures, collages, 3D models of creatures and a class spider sculpture, inspired by Louise Bourgeois.	
Learning objectives	To create abstract art. To create a line drawing. To create a water effect with line. To learn about colours to paint with colours.		To understand that sketchbooks are for developing ideas and trying things out, To make a print design. To mix different shades of green. To make a print.	Identifying the key features of a landscape. Exploring different textures. To paint using different tints and shades. To reproduce and apply an artist's colour range to their own work.	To create a pattern from clay. To create a 3D model of a creature. To make a 3D sculpture. To plan and create a sculpture as a class. To paint our class sculpture.	



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Progression within Art and Design

		To draw with different media. Understand that artists can tell stories with their work	To create details using controlled painting and other materials and objects	
Year 2	Formal elements of art.	Art and design skills	Human form	Sculpture and mix media
	Exploring the formal elements of art: pattern, texture and tone; children will create printed patterns using everyday objects; take rubbings using different media and learn how to make their drawings three dimensional.	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; replicating the recognisable crockery of Clarice Cliff, exploring tone through shading, developing their skills in weaving and the manipulation of clay, experimenting with brush strokes	Exploring how bodies and faces are portrayed in art: looking at the work of a number of artists, using their bodies to form shapes, creating collages, drawing portraits and creating a peg figure	Children will create sculpture, pop art and learn how to draw facial features to portray different emotions, all through the topic of comic superheroes and with inspired by the works of Roy Lichtenstein.
Learning objective	To recreate patterns. To explore different textures. To create a picture using collage and frottage. I can create a 3D drawing. I can create a 3d drawing in colour.	I can use my hands as a tool for making. To learn to weave. To explore the use of tones in shading. To develop painting skills.	To create body sculptures. To draw and decorate a skull. To create a collage. To create a self-portrait. To make a clothes peg figure.	To create 3D human forms. To draw faces that express different emotions. To work together to create a large piece of artwork. To work together to create a large scale artwork.



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		To experience drawing for pleasure.		
Year 3	Formal elements of art	Art and design skills	Prehistoric art	Craft
	Exploring two of the formal elements of art: shape and tone; children find shapes in everyday objects; use shapes as guidelines to draw accurately from observation; create form and shape using wire and practice shading neatly and from light to dark.	Developing skills in: design, drawing, craft, painting and art appreciation; making a variety of puppets using different materials, completing a drawing from observation, learning the difference between a tint and a shade and creating versions of a cartoon drawn by a famous illustrator.	This topic is ideal for any class studying the Stone Age, or if you're looking to explore a different style of art or techniques. Experimenting with charcoal, berries, leaves, homemade paints and more, children get a sense of what it was like to create art thousands of years ago and why these pieces were created	Exploring different techniques to be used with materials which can then be applied to any project. Learning to investigate different ideas by creating a mood board to work as a visual mind map and source of inspiration. Pupils learn to tie-dye, weave and sew to create a range of effects using fabric, culminating in a finished t-shirt which showcases these skills
Learning objectives	To recognise and draw simple geometric shapes found in everyday objects. To recognise and apply geometry when drawing. To create and form shapes using soft modelling wire.	To draw cartoon characters, inspired by the style of other artists. To draw cartoon characters, inspired by the style of other artists. To alter the tint and shade of a colour.	To learn how prehistoric man made art and to reflect this style in their work. To scale up drawings and sketches in a different medium.	To create a mood board. To create tie-dyed materials. To learn what paper weaving is and create a piece of art using this method. To weave using different materials.



Widnes Academy
Progression within Art and Design

	To apply even layers of pencil tone when shading. To show tone by shading.	To draw from observation To use different materials to make a three-dimensional artwork. To use different materials to make a three-dimensional artwork. To use different materials to make a three-dimensional artwork.	To apply and blend charcoal to create tone and texture. To experiment with the pigments in natural products to make different colours. To develop painting skills. To collaborate in small or large groups to create a joint piece of artwork.	To sew designs onto a t-shirt to personalise it,
Year 4/5	Formal elements of art	Art and design skills	Every picture tells a story	Sculpture
4	Exploring two of the formal elements of art: texture and pattern; pupils develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation; creating an optical illusion print, replicating a plate in the famous willow pattern, carving sculptures out of soap, drawing a collection of still life objects, painting and mixing colours like Paul	Develop children's ability to analyse, unpick and understand works of art, using inference to suggest what different subjects may be thinking or feeling and predicting what might be happening in a scene and would could happen next. They also have the opportunity to create their own photo collages	In this topic, children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects



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		Cézanne and learning about the role of a 'curator'	and abstract art inspired by the work explored.	
Learning objectives	<p>To develop a range of mark-making techniques.</p> <p>To create patterns using printing techniques.</p> <p>To create patterns using a stamp.</p> <p>To create patterns using reflection and symmetry</p> <p>To create a geometric pattern.</p>	<p>To create an image using an artistic process.</p> <p>To recreate a traditional design style.</p> <p>To create a small scale sculpture.</p> <p>To understand the role of a curator and to create an exhibit.</p> <p>To arrange and draw a still-life image from observation.</p>	<p>To analyse and act out a famous painting.</p> <p>To analyse and find meaning in a painting.</p> <p>To act out the story told in a painting.</p> <p>To focus on different parts of a painting.</p> <p>To analyse abstract paintings and describe the stories behind them.</p>	<p>To create a musical instrument from recycled materials.</p> <p>To decorate musical instruments from recycled materials.</p> <p>To create a sculpture in the style of El Anatsui.</p>
Year 5/6	Formal elements of art – architecture	Art and design skills	Every picture tells a story	Design for a purpose
Cycle A	Children learn how to draw from observation, create a print and draw from different perspectives. They learn about the role of an architect and are challenged to consider why houses look the way they do and if there is scope to change and improve them.	In this collection of lessons children learn and develop their skills in: design, drawing, craft, painting and art appreciation by designing their own invention, expanding on an observational drawing, using a poem to create a portrait, painting an	Looking at the meaning behind art, children: analyse the intentions of Banksy; make ink symmetry prints inspired by psychologist Rorschach; tell a story using emojis; use drama to recreate a poignant war scene and are inspired by	In this topic, children are faced with the challenge of having to design to a specific criteria or specification, developing design ideas for a room interior, a coat of arms and product to fit a given name, children learn to draw inspiration from different sources and use a range of techniques to



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Progression within Art and Design

		enlarged section of a drawn collage and learning to 'think' like an artist.	the ceramic work of Magdalene Odundo, to work expressively outside.	experiment with their different concepts
Learning objectives	<p>To draw by interpreting forms from direct observation.</p> <p>To compose a print from a larger observational drawing.</p> <p>To transform the look of a building in the style of a famous artist.</p> <p>To design a building in an architectural style.</p> <p>To design a monument.</p>	<p>To develop observational drawing.</p> <p>To design a new invention.</p> <p>To create a continuous line drawing.</p> <p>To create a collage and draw this from observation.</p> <p>To successfully upscale a drawing and paint accurately.</p> <p>To use imagination and visualisation to create an original piece of artwork.</p>	<p>To evaluate and analyse creative work using the language of art, craft and design</p> <p>To understand that art can have both meaning and message.</p> <p>To create a symmetrical, abstract art form.</p> <p>To use symbols to create a meaningful message.</p> <p>To evaluate and analyse creative works using the language of art, craft and design.</p> <p>To demonstrate the meaning of a piece of artwork through drama.</p> <p>To develop ideas for 3D work through sketching, drawing and visualisation in 2D.</p>	<p>To understand how visual language can be used to communicate personality and interests.</p> <p>To work collaboratively to a specific design brief.</p> <p>To work collaboratively to a specific design brief.</p> <p>To design a product which is appealing and purposeful</p>



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