

Threshold Progression – Art and Design

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Develop Ideas		<ul style="list-style-type: none"> • Make simple responses to ideas and starting points. • Explore different materials as ideas develop. 	<ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. 	<ul style="list-style-type: none"> • Beginning to develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using simple visual language. 	<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. 	<ul style="list-style-type: none"> • Develop and begin to imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Comment on artworks with a developing fluent grasp of visual language. 	<ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketchbook. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language.
Master Techniques	Drawing	<ul style="list-style-type: none"> • Explore line and mark making in different ways (size and thickness) • Understand what sketching is. • Look with focus using dots and lines to add texture. • Use terminology: <ul style="list-style-type: none"> ◦ Shape • Show different tones using coloured pencils. 	<ul style="list-style-type: none"> • Use controlled chalk smudging, blending and rubbing. • Use terminology: <ul style="list-style-type: none"> ◦ Form ◦ Space • Explore shading with a pencil - using one pencil. • Experience of enlarging images. • Awareness of size, form and accuracy in own observations. 	<ul style="list-style-type: none"> • Use hatching and crosshatching to show line, tone and texture. • Annotate sketches to explain ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Speed sketching techniques. • Use a range of other drawing and surface mediums. 	<ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Observational drawing from different viewpoints. • Use shading to show light and shadow. 	<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use of simple techniques to introduce perspective. <ul style="list-style-type: none"> ◦ Tonal contrast to show depth ◦ Drawing from above or below. ◦ Size and position of objects suggests near/far. 	<ul style="list-style-type: none"> • Use lines to represent movement. • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
	Painting	<ul style="list-style-type: none"> • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make shades. • Create colour wheels. 	<ul style="list-style-type: none"> • Select appropriate size brush for shapes and lines. • Use a range of paints: <ul style="list-style-type: none"> ◦ Powder ◦ Watercolour • Correctly label a colour wheel using appropriate vocabulary. • Introduce terms complimentary, contrasting and harmonising colours. 	<ul style="list-style-type: none"> • Select appropriate type of brush for texture. • Addition of substances to thicken paint ie. Sand, PVA ... • Learn about stippling and sponging techniques. 	<ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Use of dirty water or pale chalk to prepare outline for painting. • Experiment with creating mood with colour. • Use watercolour paint to produce washes for backgrounds then add detail. • Mix colours effectively. 	<ul style="list-style-type: none"> • Create a colour palette based upon colours observed in the natural or built world. • Practice with techniques including resist, layering, scraping, over painting and different consistencies of paint. • Work on different surfaces. • Begin to develop an understanding of composition, including: <ul style="list-style-type: none"> ◦ Preliminary sketches ◦ Building up in stages ◦ Link background, middle and foreground to colour. 	<ul style="list-style-type: none"> • Combine colours, tones and tints to enhance the mood of a piece. • Limited palette work ie. Working in one colour. • Develop a personal style of painting, drawing upon ideas from other artists.
	Collage	<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. 			<ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. 		<ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use some of the following techniques: coiling, overlapping, tessellation, mosaic and montage.
	Sculpture		<ul style="list-style-type: none"> • Use a combination of shapes. • Include lines and texture. • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. 		<ul style="list-style-type: none"> • Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail. 		<ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.
	Print			<ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block) • Make precise repeating patterns. 		<ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. 	
Take Inspiration from the greats		<ul style="list-style-type: none"> • Use the ideas of artists work studied to create pieces. 	<ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists work studied to create pieces. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. 	<ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. 	<ul style="list-style-type: none"> • Begin to give simple details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of styles. 	<ul style="list-style-type: none"> • Show how the work of those studied was influential in both society and to other artists. • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Create original pieces that show a range of influences and styles.