



Year Six Art and Design Progression Steps

Exploring and developing ideas (ongoing)			Evaluating and developing work (ongoing)		
<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 			<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 		
Drawing	Painting	Printing	Textiles/Collage	3D form	Digital Media
<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). 	<ul style="list-style-type: none"> Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. 	<ul style="list-style-type: none"> Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. 	<ul style="list-style-type: none"> Record, collect and store images using digital cameras and video recorders Present visual images using software eg photostory, PowerPoint Use a graphics package to create and manipulate their images Be able to import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books etc...)
Language					
<u>Line</u> Straight Curved Long Short Wavy Thick Thin diagonal bold vertical horizontal cross-hatching undulating continuous parallel flowing swift delicate <u>Tone</u> Light dark tint tone shade soft strong harsh subtle contrasting dramatic highlight shadow mid-tone graduated	<u>Tone</u> Light dark tint tone shade soft strong harsh subtle contrasting dramatic parallel flowing graduated broken varied <u>Colour</u> Primary Secondary bright cool warm complementary contrasting bold subtle vibrant pale translucent opaque earthy pastel sombre neutral	<u>Pattern</u> Repeated spotted striped symmetrical criss-cross simple busy spaced complex broken checked tessellated geometric ornate well- balanced intricate concentric	<u>Texture</u> Rough smooth bumpy soft hard prickly shiny furry hairy flat fine uneven glossy matt raised jagged pitted coarse	<u>Shape and form</u> 2D shape 3D shape flat curved symmetrical regular coiled twisted rounded proportioned irregular asymmetrical forked elongated tapering sweeping curvaceous angular bulbous	<u>Colour</u> Primary Secondary bright cool warm complementary contrasting bold subtle vibrant pale translucent opaque earthy pastel sombre neutral <u>Pattern</u> Repeated spotted striped symmetrical criss-cross simple busy spaced complex broken

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