

# Art and Design Progression

	EYFS	KS1	LKS2	UKS2
<b>Exploring and Developing Ideas</b>	<p><b>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>ELG - Share their creations explaining the processes they have used.</b></p> <ul style="list-style-type: none"> <li>• Explore using materials and techniques and reflect on their artwork.</li> <li>• Discuss problems that they had when making it and discuss how they cover came it.</li> </ul>	<ul style="list-style-type: none"> <li>• Record observations of shapes, colours, patterns and textures in natural forms and the world around them.</li> <li>• Experiment with different media and techniques.</li> <li>• Generate a design similar to an artist or style studied.</li> <li>• Collect images and objects around a theme.</li> <li>• Use sketch books to record observations, experiments, developing skills, research and design ideas.</li> <li>• Share and combine ideas to create collaborative art.</li> <li>• Respond positively to support ideas for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Record observations through drawings and photography.</li> <li>• Record experimentation with different media and techniques.</li> <li>• Create an original design inspired by an artist or style studied.</li> <li>• Choose images and objects to inspire designs.</li> <li>• Use sketch books to record and revisit observations, experiments, developing skills, research and design ideas.</li> <li>• Share and combine ideas to create collaborative art that meets a design brief.</li> <li>• Use self-assessment to make changes to designs.</li> </ul>	<ul style="list-style-type: none"> <li>• Record more detailed observations through drawings and photography.</li> <li>• Record experimentation with different media and techniques and apply them in their own art.</li> <li>• Explore possibilities of combining different styles and techniques.</li> <li>• Create an original design inspired by the styles and techniques used by artists studied.</li> <li>• Research images, artists and styles to inspire designs.</li> <li>• Annotate thoughts and observations in sketch books.</li> <li>• Use sketch books to record and revisit observations, experiments, developing skills, and research and refine design ideas.</li> <li>• Create collaboratively through developing and discussing ideas through sketches.</li> <li>• Adapt and refine designs to meet a purpose or meaning.</li> </ul>
<b>Drawing</b>	<p><b>ELG - Hold a pencil effectively in preparation for writing (nearly always tripod grip)</b></p> <p><b>ELG - Use a range of small tools e.g. scissors paint brushes, cutlery</b></p> <p><b>ELG - Begin to show accuracy and care when drawing</b></p>	<ul style="list-style-type: none"> <li>• Draw basic lines and shapes with increasing control to represent an observation or simple design idea.</li> <li>• Draw at an appropriate size and scale. (E.g. a head is drawn the correct size relative to the body and large enough to include detail needed.)</li> <li>• Use different media to draw, including pencils, crayons, chalk and felt tips.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and edit drawings to show observations and design ideas more carefully.</li> <li>• Begin to include more detail in observations and design ideas.</li> <li>• Use different media to draw, including different grades of pencil, charcoal, chalk and felt tips.</li> <li>• Apply media at different pressure to show tone in drawings.</li> <li>• Start to draw lines and shapes that show movement in drawings.</li> <li>• Use mark making with different media to show texture in drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Draw and edit drawings to show observations and design ideas with accuracy.</li> <li>• Use different media to create a range of effects in drawing, including different grades of pencil, charcoal, chalk and felt tips.</li> <li>• Use different methods of shading, hatching and cross-hatching to show tone.</li> <li>• Depict movement and perspective in drawings.</li> <li>• Use drawing techniques in different media to show texture in drawings.</li> </ul>

	<ul style="list-style-type: none"> <li>Design art/ a product thinking about colour, texture and function.</li> <li>Hold a pencil effectively (tripod).</li> <li>Use a range of tools e.g. scissors.</li> <li>Draw and write with accuracy and control using a pencil.</li> </ul>	<ul style="list-style-type: none"> <li>Use pencil pressure to create lighter and darker tone.</li> <li>Draw dots and lines to show texture.</li> </ul>		
<b>Drawing key vocabulary</b>	<ul style="list-style-type: none"> <li>Line, thick, thin, wavy, straight, pencil finger, stick, chalk, pastel, felt tip</li> </ul>	<ul style="list-style-type: none"> <li>Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, felt tip pen marker, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright,</li> </ul>	<ul style="list-style-type: none"> <li>Line: charcoal, pencil, crayon, chalk, pastels, pens. Form and shape: grades, forms, shapes, third dimension Tone: variations, tone Texture: pattern texture, proportion, emotion, expression</li> </ul>	<ul style="list-style-type: none"> <li>observation, photographs, visual images Lines Marks, Tone, Form and Texture; lines, patterns, shapes within a drawing, tonal contrast, mixed media, shading, hatching, blending, perspective, single focal point, horizon, composition, scale, foreground, middle ground, background</li> </ul>
<b>Painting</b>	<p><b>ELG - Use a range of small tools e.g. scissors paint brushes, cutlery</b></p> <ul style="list-style-type: none"> <li>Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed.</li> <li>Explore using materials and techniques and reflect on their artwork.</li> <li>Discuss problems that they had when making it and discuss how they cover came it.</li> <li>Design art/ a product thinking about colour, texture and function.</li> </ul>	<ul style="list-style-type: none"> <li>Paint basic lines and shapes with some control to represent an observation.</li> <li>Experiment with applying paint using different brushes and tools, observing the effects they create.</li> <li>Mix paint to create the secondary colours and brown.</li> <li>Create tints and shades to show flat areas of light and dark in paintings.</li> </ul>	<ul style="list-style-type: none"> <li>Paint with increasing control to show observations and detail more carefully.</li> <li>Apply paint using a range of brushes, brush strokes and tools to show different textures.</li> <li>Mix and match paint to create different hues.</li> <li>Create tints and shades to show tone in paintings.</li> <li>Blend paint to create a gradient.</li> <li>Use watercolour to experiment with the intensity of colour.</li> <li>Experiment with pigments in natural products to make different coloured paint.</li> </ul>	<ul style="list-style-type: none"> <li>Apply paint with control to show more detailed and accurate observations.</li> <li>Select paint brushes, brush strokes and tools to create a desired texture.</li> <li>Mix and match paint of different hues, black and white to create a specific colour.</li> <li>Create tints and shades to show tone with a clear light source in paintings.</li> <li>Use watercolour and acrylic paint to experiment with intensity of colour.</li> </ul>
<b>Painting key vocabulary</b>	<ul style="list-style-type: none"> <li>Mark making tools, sponges, different brushes, respond, line, colour, texture, shape, observation, imagination, scale, size, fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Brush, size and types, scale</li> <li>Colour; mixing, primary colours, primary shades, tones, techniques, layering, mixing media</li> </ul>	<ul style="list-style-type: none"> <li>mixed colours – primary, secondary, mix, tints, shades, experiment, effects, textures, blocking, washes, layering, brush, Texture, sand, plaster, mood</li> </ul>	<ul style="list-style-type: none"> <li>Sketchbooks, record, observation, review, revisit, improve, design techniques, atmosphere, light effects, flesh, identify primary secondary and complementary colours, wet, dry, watercolours,</li> </ul>

<b>Sculpture</b>	<p><b>ELG - Use a range of small tools e.g. scissors paint brushes, cutlery</b></p> <ul style="list-style-type: none"> <li>• Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed.</li> <li>• Explore using materials and techniques and reflect on their artwork.</li> <li>• Design art/ a product thinking about colour, texture and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and manipulate clay through a number of movements (pinching, rolling, twisting, coiling, cutting, etc) to create a form.</li> <li>• Use clay modelling tools and other objects to make marks in clay.</li> <li>• Use decorative techniques, applying, impressing and etching into clay.</li> <li>• Cut, stick, manipulate and join recycled materials to create a form.</li> <li>• Use papier-mâché to strengthen and add to a form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay modelling tools to add detail, cut, shape and join clay and add parts to a form.</li> <li>• Investigate clay, wire, Modroc and recycled materials and experiment with how they can be shaped and joined to create simple forms.</li> <li>• Cut, stick, manipulate and join natural materials to create a form.</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay modelling tools and extruders to create ceramics using clay coils and slabs.</li> <li>• Shape, cut and join clay, wire, Modroc and recycled materials using appropriate skills and techniques to create a form.</li> <li>• Build upon wire forms using other materials to pad out (newspaper) and cover (Modroc or papier-mâché).</li> </ul>
<b>Sculpture key vocabulary</b>	<ul style="list-style-type: none"> <li>• clay, plasticine, dough, explore, mark making, materials, model, observation, imagination, demonstrate, modelling tools, control, fine motor</li> </ul>	<ul style="list-style-type: none"> <li>• Materials, products, manipulate, malleable materials, clay, natural, understand, techniques, tools, rolling, kneading, understand, safety, tools, experiment, create, textural effects</li> <li>• Form: experiment, constructing, joining, natural, manmade</li> <li>• Texture: surface, malleable material, build textured tile, impressing</li> </ul>	<ul style="list-style-type: none"> <li>• Record, observe, review, revisit, improve, design techniques, painting, materials, create, surface patterns, textures, join, construct, modelling, shape, develop, clay, slip, score, dry-stone construction, nature art, environmental.</li> </ul>	<ul style="list-style-type: none"> <li>• Record, materials, observations, review, revisit, improve, refine, design techniques, intricate patterns, textures, malleable, outlining, wire, clay, slabs, coils, pottery, form, slip, score, materials, Modroc, papier-mâché, sculpture, relief</li> </ul>
<b>Collage</b>	<p><b>ELG - Use a range of small tools e.g. scissors paint brushes, cutlery</b></p> <ul style="list-style-type: none"> <li>• Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed.</li> <li>• Explore using materials and techniques and reflect on their artwork.</li> <li>• Design art/ a product thinking about colour, texture and function.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collages based on a simple design using papers and materials.</li> <li>• Cut a variety of shapes carefully to complete a collage.</li> <li>• Create abstract compositions by sorting and arranging materials and shapes.</li> <li>• Investigate texture with paper (ripping, scrunching, tearing, cutting, layering, rolling) to create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collages using a variety of media and techniques, including overlapping, mosaic and montage.</li> <li>• Cut and arrange shapes with increasing accuracy.</li> <li>• Create abstract montages that explore different views and perspectives.</li> <li>• Experiment with sorting and arranging shapes and materials with purpose to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Create collages using a variety of media and techniques including tessellation.</li> <li>• Accurately cut and arrange shapes to form patterns.</li> <li>• Collage shapes to show figures and forms in movement.</li> <li>• Create mixing media collage with colours, shapes and textures chosen with purpose to create effect.</li> </ul>





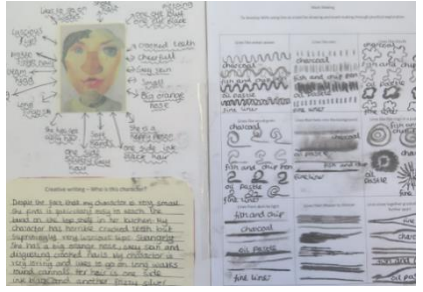
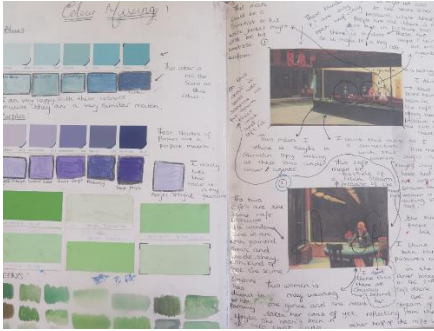
<b>Collage key vocabulary</b>		<ul style="list-style-type: none"> <li>Experiment, media, understand, glue, sticking, paper, fabric, natural materials, observation, imagination</li> </ul>	<ul style="list-style-type: none"> <li>Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges</li> </ul>	<ul style="list-style-type: none"> <li>Abstract, montage, perspective, texture, overlapping, media, collect, variety, mosaic, arrange, mixed media, automatism, surreal, foreground, background</li> </ul>	<ul style="list-style-type: none"> <li>One point perspective, layering, texture, overlapping, mixed media, contrast, manipulate, effect, photography, kinetic, emphasis, foreground, background, landscape,</li> </ul>
<b>Printing</b>		<p><b>ELG - Use a range of small tools e.g. scissors paint brushes, cutlery</b></p> <ul style="list-style-type: none"> <li>Safely use tools with care and precision such as using scissors and cutting on the line to the shape that they want of the effect, which is needed.</li> <li>Explore using materials and techniques and reflect on their artwork.</li> <li>Design art/ a product thinking about colour, texture and function.</li> </ul>	<ul style="list-style-type: none"> <li>Investigate how different objects can be used as stamps to create a repeating pattern in print.</li> <li>Create a foam printing block to print a repeating pattern using rotation.</li> <li>Investigate the amount of paint and pressure applied in creating a monoprint.</li> <li>Experiment with a range of techniques (rolling, pressing, stamping and rubbing) in printing.</li> <li>Record texture through rubbing using wax crayon.</li> </ul>	<ul style="list-style-type: none"> <li>Create and adapt a foam printing block to print a design in two layers and colours.</li> <li>Create a stencil that shows a clear image and use it to create a print.</li> <li>Create low relief prints with string on cardboard to replicate repeated patterns from observations.</li> </ul>	<ul style="list-style-type: none"> <li>Create and adapt a foam printing block to print a detailed design in more than two layers and colours.</li> <li>Investigate how different materials transfer ink in a collagraph print.</li> <li>Create a layered monoprint to build up a textured and detailed background.</li> <li>Combine and overwork prints with biro, coloured pencils or paint to create a mixed media composition.</li> </ul>
<b>Printing key vocabulary</b>		<ul style="list-style-type: none"> <li>Experiment, printing, media, understand, techniques, stamping, pattern.</li> </ul>	<ul style="list-style-type: none"> <li>Repeating pattern, monoprint, rolling, pressing, rubbing, techniques, pressure.</li> </ul>	<ul style="list-style-type: none"> <li>Stencil, replicate, repeating pattern, layers, low relief, observation, block print, photorealism</li> </ul>	<ul style="list-style-type: none"> <li>Overwork, composition, mixed media, layers, detailed design, adapt, design, photography</li> </ul>
<b>Formal Art Elements (these progress through all units of work)</b>	<b>Colour</b>		<ul style="list-style-type: none"> <li>Mix paint to create the secondary colours and brown.</li> <li>Create tints by adding white and shades by adding black using paint.</li> <li>Recognise warm and cold colours.</li> <li>Explore the relationship between colour and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match paint to create different hues.</li> <li>Create tints by adding white and shade by adding black using paint and oil pastel.</li> <li>Create a gradient using different media.</li> <li>Use watercolour to experiment with the intensity of colour.</li> <li>Experiment with pigments in natural products to make different coloured paint.</li> </ul>	<ul style="list-style-type: none"> <li>Mix and match paint of different hues, black and white to create a specific colour.</li> <li>Use colour to reflect atmosphere, mood and emotion.</li> <li>Use watercolour and acrylic paint to experiment with intensity of colour.</li> </ul>
	<b>Pattern</b>		<ul style="list-style-type: none"> <li>Use objects as stamps to create a repeating pattern in print.</li> <li>Use block printing to create a repeating pattern using rotation.</li> </ul>	<ul style="list-style-type: none"> <li>Create patterns to add details to shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Create pattern that creates contrast between shapes.</li> </ul>
	<b>Texture</b>		<ul style="list-style-type: none"> <li>Use dots and lines to show texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use mark making with different media to show texture in my art</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of tools and objects to show texture in different media.</li> </ul>

		<ul style="list-style-type: none"> <li>Record texture through rubbing using wax crayon.</li> <li>Investigate texture with paper (ripping, scrunching, tearing, cutting, layering, rolling) to create a collage.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of brushes and brush strokes to show different textures in painting.</li> </ul>	
<b>Line</b>		<ul style="list-style-type: none"> <li>Use and edit lines to show my observations and simple design ideas.</li> <li>Draw lines with control to represent observations.</li> <li>Draw lines of varying thickness.</li> </ul>	<ul style="list-style-type: none"> <li>Use line to show more detail in observations and design ideas.</li> <li>Use a range of tools to create lines of different thickness.</li> <li>Use line to show movement.</li> </ul>	<ul style="list-style-type: none"> <li>Use lines of different thicknesses for emphasis.</li> <li>Use line to show movement in a range of different ways.</li> </ul>
<b>Shape</b>		<ul style="list-style-type: none"> <li>Sketch and edit basic shapes to represent observations and design ideas.</li> <li>Create abstract compositions using shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch and edit shapes to show observations and design ideas more carefully.</li> <li>Use a repeating shape to show figures and forms in movement.</li> <li>Select and arrange shapes carefully to create design ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Sketch and edit shapes to show observations and design ideas with accuracy.</li> <li>Use different shapes to show figures and forms in movement.</li> </ul>
<b>Form</b>		<ul style="list-style-type: none"> <li>Investigate and manipulate clay through a number of movements (pinching, rolling, twisting, coiling, cutting, etc) to create a form.</li> <li>Use clay modelling tools and other objects to make marks in clay.</li> <li>Use decorative techniques, applying, impressing and etching into clay.</li> <li>Cut, stick, manipulate and join recycled materials to create a form.</li> <li>Use papier-mâché to strengthen and add to a form.</li> </ul>	<ul style="list-style-type: none"> <li>Use clay modelling tools to add detail, cut, shape and join clay and add parts to a form.</li> <li>Investigate clay, wire, Modroc and recycled materials and experiment with how they can be shaped and joined to create simple forms.</li> <li>Cut, stick, manipulate and join natural materials to create a form.</li> </ul>	<ul style="list-style-type: none"> <li>Use clay modelling tools and extruders to create ceramics using clay coils and slabs.</li> <li>Shape, cut and join clay, wire, Modroc and recycled materials using appropriate skills and techniques to create a form.</li> <li>Build upon wire forms using other materials to pad out (newspaper) and cover (Modroc or papier-mâché).</li> </ul>
<b>Space</b>		<ul style="list-style-type: none"> <li>Create an appropriately sized drawing to show observations and design ideas clearly.</li> <li>Create a landscape with a background and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>Use a viewfinder to focus on a specific part of an object or image before drawing it.</li> <li>Create a landscape with a background, middle ground and foreground.</li> </ul>	<ul style="list-style-type: none"> <li>Create a landscape using one-point-perspective to create the appearance of space.</li> </ul>
<b>Tone</b>		<ul style="list-style-type: none"> <li>Show flat areas of light and dark using pencil and paint.</li> <li>Use pencil pressure to create lighter and darker tone.</li> </ul>	<ul style="list-style-type: none"> <li>Show change between light and shadow using paint, different grades of pencil, oil pastel and charcoal.</li> </ul>	<ul style="list-style-type: none"> <li>Consider the light source when showing change between light and shadow using paint, different grades of pencil, oil pastel and charcoal.</li> </ul>

<p><b>Observe, Analyse and Evaluate</b></p>	<p><b>ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></p> <p><b>ELG - Share their creations explaining the processes they have used.</b></p> <ul style="list-style-type: none"> <li>• Explain what they have made.</li> <li>• Talk about how they made it and the different techniques they have used.</li> <li>• They can talk about what they would do differently next time and why.</li> <li>• Safely use a range of tools e.g. scissors.</li> </ul>	<ul style="list-style-type: none"> <li>• Give an opinion about the work of artists.</li> <li>• Say what they like about their work and the work of others</li> <li>• Suggest ways of improving their own work.</li> <li>• Identify similarities and differences between the work of different artists.</li> <li>• Recognise when art is from different cultures and historical periods.</li> <li>• Explain how a design is similar to an artist or style studied.</li> <li>• Describe how the work of an artist makes them feel and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>• Give and explain opinions about the work of artists.</li> <li>• Evaluate the success of their art based on success criteria.</li> <li>• Describe similarities and differences between the work of different artists.</li> <li>• Explain how they know that art is from different cultures and historical periods.</li> <li>• Explain how a design has been inspired by an artist or style.</li> <li>• Identify the techniques used by an artist to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Give and explain opinions about the styles and techniques used in the work of artists.</li> <li>• Evaluate the success of their art and that of their peers based on its purpose and the styles and techniques that have been studied.</li> <li>• Compare the style, technique and impact of the work of different artists.</li> <li>• Explain some of the features of art from historical periods or cultures.</li> <li>• Explain how the style of their own work has been influenced by other artists and research.</li> <li>• Explain why certain tools and techniques were chosen to create art.</li> <li>•</li> </ul>
<p><b>Artists, Craft Makers, Designers and Architects Studied</b></p>		<p><b>Abstract Art</b></p> <ul style="list-style-type: none"> <li>• Jackson Pollock</li> <li>• Wassily Kandinsky</li> <li>• Robert and Sonia Delaunay</li> </ul> <p><u>Painting</u> Shape, Colour, Pattern, Tone</p> <p><b>Animal Art</b></p> <ul style="list-style-type: none"> <li>• Henri Rousseau</li> <li>• Henri Matisse</li> </ul> <p><u>Printing and Collage</u> Shape, Colour, Pattern, Texture</p> <p><b>3D Art and Sculpture – Clay Tiles</b></p> <ul style="list-style-type: none"> <li>• Amy Meya</li> <li>• Elaine Pinkernell</li> </ul> <p><u>Drawing and Sculpture</u> Pattern, Shape, Texture, Line</p> <p><b>Portraiture</b></p>	<p><b>Stone Age Art</b></p> <ul style="list-style-type: none"> <li>• Altamira cave paintings</li> <li>• Lascaux caves</li> <li>• Cuevas de las manos</li> </ul> <p><u>Painting and Drawing</u> Texture, Line, Colour, Pattern, Shape</p> <p><b>Surrealism</b></p> <ul style="list-style-type: none"> <li>• Salvador Dali</li> <li>• Pablo Picasso</li> <li>• Joan Miro</li> <li>• Rene Magritte</li> <li>• <b>Antoni Gaudi (architect)</b></li> </ul> <p><u>Collage</u> Space, Shape</p> <p><b>Egyptian Art</b></p> <ul style="list-style-type: none"> <li>• Tutankhamun tomb paintings</li> <li>• Nefatari tomb paintings</li> </ul> <p><u>Drawing and Painting</u></p>	<p><b>Impressionism</b></p> <ul style="list-style-type: none"> <li>• Claude Monet</li> <li>• Vincent Van Gogh</li> <li>• John Constable</li> <li>• J.M.W Turner</li> </ul> <p><u>Painting</u> Colour, Line, Tone, Space, Texture, Form</p> <p><b>Futurism</b></p> <ul style="list-style-type: none"> <li>• Giacomo Balla</li> <li>• Umberto Boccioni</li> <li>• Gino Severini</li> <li>• Antonio Sant’elia (architect)</li> </ul> <p><u>Collage</u> Shape, Form, Space</p> <p><b>Pop Art</b></p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Roy Lichtenstein</li> <li>• Yayoi Kusama</li> </ul>

		<ul style="list-style-type: none"> <li>Jamini Roy</li> <li>Chris Ofili</li> <li>Paul Klee</li> </ul> <p><u>Painting and Drawing</u> Shape, Tone, Colour, Pattern, Line</p> <p><b>Landscapes</b></p> <ul style="list-style-type: none"> <li>Etel Adnan</li> <li>Scott Naismith</li> <li>Clair Bremner</li> </ul> <p><u>Collage and Drawing</u> Pattern, Texture, Shape</p> <p><b>3D Art and Sculpture – Recycled Materials</b></p> <ul style="list-style-type: none"> <li>Dale Chihuly</li> <li>Veronika Richterova</li> </ul> <p><u>Painting, Drawing, Collage, Sculpture</u> Colour, Shape, Pattern, Texture</p>	<p>Line, Tone, Shape, Pattern, Colour, Texture, Form</p> <p><b>3D Art and Sculpture – Human Forms</b></p> <ul style="list-style-type: none"> <li>Alberto Giacometti</li> <li>Henry Moore</li> </ul> <p><u>Sculpture and Drawing</u> Tone, Form, Shape</p> <p><b>Graffiti</b></p> <ul style="list-style-type: none"> <li>Banksy</li> <li>Eduardo Kobra</li> <li>Osgemeos</li> <li>Christina Angelina</li> </ul> <p><u>Painting, Collage, Printing</u> Line, Shape, Tone, Colour</p> <p><b>Nature Art</b></p> <ul style="list-style-type: none"> <li>Andy Goldsworthy</li> <li>Nancy Holt</li> <li>Agnes Denes</li> </ul> <p><u>Sculpture and Drawing</u> Shape, Colour, Tone, Line, Texture, Pattern, Form, Space</p>	<p><u>Painting, Drawing, Collage, Printing</u> Line, Shape, Colour</p> <p><b>3D Art and Sculpture – Ceramics</b></p> <ul style="list-style-type: none"> <li>Phidias</li> <li>Geometric pottery (e.g. Dipylon Master)</li> <li>Black-figure pottery (e.g. Exekias)</li> <li>Red-figure pottery (e.g. Euphronios)</li> </ul> <p><u>Sculpture and Drawing</u> Shape, Line, Tone, Form, Colour</p> <p><b>Space</b></p> <ul style="list-style-type: none"> <li>Peter Thorpe</li> <li>David Wightman</li> <li>Jenna Douglass</li> </ul> <p><u>Collage, Drawing, Painting</u> Tone, Colour, Pattern, Line, Texture</p> <p><b>3D Art and Sculpture – Kinetic Art</b></p> <ul style="list-style-type: none"> <li>Alexander Calder</li> <li>Jean Tinguely</li> </ul> <p><u>Collage, Drawing, Sculpture, (Photography)</u> Shape, Line, Pattern, Colour</p>
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**Sketchbook progression**

<p><b>Year 1</b></p> 	<p><b>Year 2</b></p> 	<p><b>Year 3</b></p> 	<p><b>Year 4</b></p> 	<p><b>Year 5</b></p> 	<p><b>Year 6</b></p> 
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