

# LCPS ART PROGRESSION

	<i>N &amp; R</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>Line</i>	Experiment with lines to represent ideas and objects	Use of contour lines to construct shapes and images	Vary the thickness of contour lines to emphasis importance	Develop descriptive lines adding details and dimensions to shapes	Use lines for orientation creating depth and perspective	Development of leading lines to emphasise a point or create flow around a piece	Contrast organic v geometric lines when creating a composition
<i>Media</i>	Pencil Tonal Pencil Crayons Soft Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Soft Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Soft Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Charcoal Soft Pastel Oil Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Charcoal Soft Pastel Oil Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Charcoal Soft Pastel Oil Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)	Pencil Tonal Pencil Crayons Charcoal Soft Pastel Oil Pastel Paint Watercolour Clay Mixed Media or Other (Add Appendix)
<i>Colour</i>	Experimenting with and using primary colours for mixing Use a range of tools to make colours	Mixing of colours Find collections of colour Applying colour with a range of tools	Begin to describe colours by objects Make as many tones of one colour as possible Using colour on a large scale	Make colour wheels Introduce different types of brush techniques Apply colour using dotting, scratching, splashing	Colour mixing and matching: tint, tone, shade Observe colour choices Colour to reflect mood Understand and use the colour theory	Create hue, tint, tone, shades and mood Explore the use of texture in colour Select colour for purposes Understand and use the colour theory	Create hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purpose and expression Understand and use the colour theory
<i>Shape</i>	Identify geometric shapes construct shapes independently	Recognise shapes within artwork Use shapes to create work.	Understand geometric v organic shapes	control the size and organisation of shapes within a piece	Use shapes to sketch and design a piece of art	Explore a range of contrasts in shape: light v dark, big v small, positive v negative space	Understand the importance of using positive and negative spaces for impact.
<i>Form</i>	Handling, feeling, enjoying and manipulating materials	Use materials to make known objects for a purpose Carve, pinch and roll coils and slabs	Awareness of natural and man-made forms Expression of personal	Shape, form, model and construct (malleable and rigid materials)	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors	Plan and develop ideas Shape, form, model and join Observation or imagination	Plan and develop ideas Shape, form, model and join Observation or imagination

	Constructing, building and destroying Shape and model	using a modelling media. Make simple joins	experiences and ideas Shape and form from direct observation Replicate patterns and textures in a 3-D form	Plan and develop understanding of different adhesives and methods of construction	Analyse and interpret natural and manmade forms of construction	Discuss and evaluate work with the intention of giving positive, constructive feedback	Discuss and evaluate work with the intention of giving positive, constructive feedback
<b>Tone</b>	Recognise and select lighter or darker colours	Darken or lighten colours independently	Create subtle changes in tone to enrich art	Use bold changes in tone to intrigue the viewer	Explore variations in tone and the impact on the art work	Select tone for impact for the audience	Use tone to create emphasis Control light and shadow to influence the viewer
<b>Pattern</b>	Repeating patterns Irregular painting patterns Simple symmetry	Awareness and discussion of patterns Repeating patterns: symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns	Pattern in the environment Make patterns on a range of surfaces: symmetry	Explore environmental and man made patterns: tessellation	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes
<b>Composition</b>	To create art based on one focus component	To develop artwork including more than one component	To combine different elements to create a final piece	To identify and replicate the composition of famous artwork	To use the rule of odds and rule of space to create art	To use the rule of thirds and dynamic shapes in a composition	To select and apply rules of composition for effect.
<b>Symbolism &amp; Expression</b>	Choose colours and shapes for a purpose	Connect colour choice to mood and feeling	Recognise the use of colour and shape to convey mood and feeling	Recognise symbolism within famous art and recreate in own style	Select images and symbols for effect	Create content to reflect emotion and feeling	Select symbols for effect and to share a message with a viewer
<b>Techniques</b>	Try using new media to create	Understand the properties of a range of media	Select media for effect	Explore control of perspective and distance	Refine use of perspective to create landscapes	Develop knowledge of anatomy and proportion	Apply precise use of anatomy, proportion and perspective
<b>Artistic Habits</b>	Create art independently and celebrate creation	Begin to express preference and opinion Discover that are is subjective	Express opinions with confidence Seek inspiration from great works	Accept mistakes and reflect on them Begin work on different scales	Courage to take creative risks Share their creative journeys and processes	Recognise themselves as artists developing a style and passion	Begin to refine a style exploring artistic movements for inspiration

<b>Physical Development (EYFS)</b>	Develop fine motor control to use a range of tools (such as paintbrushes, scissors, pens and pencils) effectively and safely. Return to build on previous learning refining ideas. Explain the process they have used. Plan their projects.	Develop fine motor control to use a range of tools (such as paintbrushes, scissors, pens and pencils) effectively and safely. Return to build on previous learning refining ideas. Explain the process they have used. Plan their projects.	N/A	N/A	N/A	N/A	N/A
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