

Progression of skills: ART AND DESIGN

INTENT

In art & design, we believe that that art is a **vital part** of the education of all children. The child's use and understanding of the **visual language of art** needs to be developed by effective teaching and by a considered sequence of experiences. We aim to provide an art curriculum which will enable each child to reach their full potential in learning in art, through **investigating** and **making**, through **research** and the **development of skills** and through their **evaluation of their own art and that made by others**.

Evaluating and developing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 2. Record and explore ideas from first hand observations 3. Say what they feel about their work. Identify what they might change in their current work or develop in future work 	<ol style="list-style-type: none"> 1. Record and explore ideas from first hand observations. 2. Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 3. Review what they and others have done and say what they think and feel about the art. 4. Identify what they might change in their current work or develop in future work. 	<ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Question and make thoughtful observations about starting points and select ideas to use in their own work. 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in own and others' work. 5. Adapt work according to views and describe how to might develop it further. 6. Annotate work in sketchbook. 	<ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Question and make thoughtful observations about starting points and select ideas to use in their work. 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in own and others' work. Describe what they think and feel about them. 5. Adapt work according to views and describe how to might develop it further. Annotate work in sketchbook. 	<ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Question and make thoughtful observations about starting points and select ideas to use in their work. 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in own and others' work. Describe what they think and feel about them. 5. Adapt their work according to their views and describe how they might develop it further. 6. Annotate work in sketchbook. 	<ol style="list-style-type: none"> 1. Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. 2. Question and make thoughtful observations about starting points and select ideas to use in their work. 3. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 4. Compare ideas, methods and approaches in own and others' work. Describe what they think and feel about them. 5. Adapt their work according to their views and describe how they might develop it further. 6. Annotate work in sketchbook.

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Drawing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Experiment with a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.</p> <p>2. Use topic books to gather and collect artwork.</p> <p><u>Lines, marks and shape:</u></p> <p>3. Use lines to represent objects seen, remembered or imagined</p> <p><u>Tone:</u></p> <p>4. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes.</p>	<p>1. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>2. Control the types of marks made with the range of media artwork.</p> <p><u>Lines, marks and shape</u></p> <p>3. Match and draw lines/marks from observations. Invent new lines and draw on different surfaces.</p> <p><u>Tone</u></p> <p>4. Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes.</p>	<p>1. Experiment with ways in which surface detail can be added to drawings.</p> <p>2. Use sketchbooks to collect and record visual information.</p> <p>3. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines, Marks and shape</u></p> <p>4. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>5. Experiment with different grades of pencil to draw different forms and shapes.</p> <p>6. Begin to show an awareness of objects having a third dimension</p> <p><u>Tone</u></p> <p>7. Experiment with different grades of pencil and force to achieve variations in tone.</p> <p>8. Apply tone in a drawing in a simple way.</p>	<p>1. Experiment with ways in which surface detail can be added to drawings.</p> <p>2. Use sketchbooks to collect and record visual information from different sources.</p> <p>3. Draw for a sustained period of time at an appropriate level.</p> <p><u>Lines, Marks and shape</u></p> <p>4. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>5. Experiment with different grades of pencil and other implements to create lines and marks. Work with more accuracy when drawing 3D</p> <p><u>Tone</u></p> <p>6. Experiment with different grades of pencil and force to achieve variations in tone.</p> <p>7. Apply tone in a drawing in a simple way.</p>	<p>1. Work from a variety of sources including observation, photographs and digital images.</p> <p>2. Work in a sustained and independent way to create a detailed drawing.</p> <p>3. Use a sketchbook to collect and develop ideas.</p> <p>4. Identify artists who have worked in a similar way to their own work.</p> <p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>5. Use dry media to make different marks, lines, patterns and shapes within a drawing.</p> <p>6. Experiment with wet media to make different marks, lines, patterns, textures and shapes.</p> <p>7. Explore colour mixing and blending techniques with coloured pencils.</p> <p>8. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>9. Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>10. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>	<p>1. Work from a variety of sources including observation, photographs and digital images.</p> <p>2. Work with independence to create a detailed drawing.</p> <p>3. Use a sketchbook to collect and develop ideas.</p> <p>4. Identify artists who have worked in a similar way to their own work and make comparisons.</p> <p><u>Lines, Marks, Tone, Form & Texture</u></p> <p>5. Experiment with wet and dry media to make different marks, lines, patterns, textures and shapes.</p> <p>6. Explore colour mixing and blending techniques with coloured pencils.</p> <p>7. Use different techniques for different purposes i.e. shading, hatching within own work.</p> <p>8. Start to develop their own style using tonal contrast and mixed media.</p> <p><u>Perspective and Composition</u></p> <p>9. Begin to use simple perspective in their work using a single focal point and horizon.</p> <p>10. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.</p>

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Painting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Use a variety of tools and techniques to create patterns. 2. Identify primary colours by name. 3. Mix primary shades and tones. 4. Create textured paint by adding sand, or fabrics. 	<ol style="list-style-type: none"> 1. Use a variety of tools to experiment with tools and techniques e.g. layering, mixing media, scrapping. Name different types of paint and their properties. 2. Identify primary colours by name 3. Mix primary shades and tones. 4. Create textured paint by adding to the paint mixture such as adding sand, plaster or fabric. 	<ol style="list-style-type: none"> 1. Experiment creating textural effects such as blocking in colour, washes and thickened paint. 2. Work on a range of scales e.g. thin brush on small picture etc. 3. Begin to use a more developed vocabulary. 4. Mix colours and know which primary colours make secondary colours. 5. Use more specific colour language 6. Mix and use tints and shades. 	<ol style="list-style-type: none"> 1. Make and match colours with increasing accuracy. Use more specific language to describe their work such as, tone and shade. 2. Create different effects and textures with paint according to what they need for the task. Develop independence and creativity with the painting process. 3. Mix colours and know which primary colours make secondary colours 4. Use more specific colour language 5. Mix and use tints and shades with increasing accuracy to the task. 	<ol style="list-style-type: none"> 1. Create imaginative work from a variety of sources e.g. observational drawing. 2. Demonstrate a secure knowledge about primary and secondary colours. Mix and match colours to create atmosphere and light effects. Begin to experiment with colour to create more abstract palettes. Explore complementary and opposing colours in creating patterns. 	<ol style="list-style-type: none"> 1. Build on previous work with colour by exploring intensity. Develop a painting from a drawing 2. trying out different media and materials, mixing appropriate colours. 3. Mix and match colours to create atmosphere and light effects 4. Be able to confidentially identify primary secondary colours. Explore complementary and contrasting colours

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Printing

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<ol style="list-style-type: none">1. Make marks with a range of objects, including natural and man-made resources.2. Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils.3. Begin to build repeating patterns and recognise pattern in the environment.4. Make rubbings to collect textures and patterns.	<ol style="list-style-type: none">1. Create simple printing blocks using a variety of resources.2. Design patterns with increasing intensity and repetition.3. Experiment with overprinting motifs and colour.4. Make rubbings to collect textures and patterns observe and describe repeating patterns in the natural environment.	<ol style="list-style-type: none">1. Create printing blocks using a relief or impressed method. Discuss the processes used to produce a simple print.2. Create repeating patterns using two colour overlays. Observe and realise a block print is a mirror image of the block used to make it.	<ol style="list-style-type: none">1. Research, create and refine a print using a variety of techniques such as block, mono and relief printing. Select appropriate material needed to make a suitable print that will achieve best results such as mono print	<ol style="list-style-type: none">1. Choose a print method appropriate to the task. Build up layers, colours and textures of the print.2. Use relief or mono method to create prints with several overlays. Discuss the differences made between prints.	<ol style="list-style-type: none">1. Create printing blocks by simplifying an initial sketch book idea2. Use relief or mono method to3. Create prints with three overlays4. Design prints for a purpose such as wall paper or book covers.

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Textiles

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel. 2. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, cutting 3. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting 4. Create and use dyes i.e. tea, coffee. 5. Decorate fabrics with buttons, beads, sequins 	<ol style="list-style-type: none"> 1. Match and sort fabrics and threads for colour, texture, length, size and shape 2. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting, cutting 3. Cut and shape fabric using scissors/snips and apply decoration using items such as beads, buttons and feathers. 4. Colour fabrics using a range of techniques e.g. fabric paints, printing, painting, dipping, tie dyeing or fabric crayons. 5. Decorate fabrics with buttons, beads, sequins, braids, ribbons 	<ol style="list-style-type: none"> 1. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. 2. Match the tool to the material 3. Develop skills in stitching, cutting and joining. 4. Understand the need for patterns and create a simple pattern 	<ol style="list-style-type: none"> 1. Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects e.g. running stitch, over sewing, back stitch 2. Develop skills in cutting and joining to refine and alter ideas that explain choices using an art vocabulary. 3. Use appropriate decoration techniques e.g. appliqué(glued or simple stitches) 4. Explore fastenings and recreate some e.g. sew on buttons and make loops 	<ol style="list-style-type: none"> 1. Create 3D products using pattern pieces and seam allowance 2. Understand pattern layout 3. Pin and tack fabric pieces together 4. Decorate textiles appropriately often before joining components 5. Experiment with a range of resources to overlap and layer creating interesting colours, textures and effects 6. Join fabrics using over sewing, back stitch, blanket stitch. 	<ol style="list-style-type: none"> 1. Create 3D products using pattern pieces and seam allowance 2. Experiment with a range of media to overlap and layer creating interesting colours, textures and more complexed effects. 3. Join fabrics using over sewing, back stitch, blanket stitch 4. Combine fabrics to create more useful properties 5. Be expressive and analytical to adapt, extend and justify their work.

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3D and sculpture

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Manipulate and explore malleable materials in a variety of ways including rolling and kneading. 2. Understand the safety and basic care of materials and tools 3. Experiment with constructing and joining recycled, natural and manmade materials. 	<ol style="list-style-type: none"> 1. Manipulate malleable materials and explore sculpture for a purpose, e.g. thumb pot, coil pot, tile. 2. Understand the safety and basic care of materials and tools 3. Use simple 2-D shapes to create a 3-D form. 4. Change the surface of a malleable material e.g. build a textured tile. 	<ol style="list-style-type: none"> 1. Plan, design and make models from observation or imagination Join clay adequately and work with more independence. Construct a simple base for extending and modelling other shapes. Create surface patterns and textures in a malleable material. 2. Evaluate design and suggest improvements. 	<ol style="list-style-type: none"> 1. Plan, design and make models from observation or imagination. Suggest reasons for choice of technique. 2. Join clay adequately and construct a simple base for extending and modelling other shapes. 3. Create surface patterns and textures in a malleable material. 4. Use papier mache to create a simple 3D object. 	<ol style="list-style-type: none"> 1. Plan a sculpture through drawing and produce intricate patterns and textures in a malleable media. 2. Shape, form, model and construct from observation or imagination with more confidence. 3. Use recycled, natural and man-made materials to create sculptures. 	<ol style="list-style-type: none"> 1. Research sculpture from different cultures and develop own sculpture through planning. 2. Produce intricate patterns and textures in a malleable media and produce intricate patterns and textures in a malleable media. Create sculpture and constructions with increasing independence.

Collage

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> 1. Create images from imagination, experience or observation. 2. Use a wide variety of media, such as, photocopied material, fabric, plastic, tissue, magazines, crepe paper. 3. Fold, crumple, tear and 	<ol style="list-style-type: none"> 1. Create textured collages from a variety of media. Make a simple mosaic by preparing media including overlapping. 2. Work on different scales 3. Create and arrange shapes appropriately to create images. 	<ol style="list-style-type: none"> 1. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent contrast with textures. 2. Use collage as a means of collecting ideas and information and building a visual 	<ol style="list-style-type: none"> 1. Selects materials to achieve a specific outcome. Use a range of collage techniques such as tearing, overlapping and layering to create images and represent textures 2. Use collage as a means of collecting 	<ol style="list-style-type: none"> 1. Add collage to a painted, printed or drawn background. 2. Use a range of media to create collages. 3. Use different techniques, colours and textures etc when designing and producing pieces of work. 	<ol style="list-style-type: none"> 1. Draw on previous skills, use a range of media to create collages 2. That include different colours and textures to design a piece of work.

overlap papers. Create and arrange shapes appropriately.		vocabulary.	ideas and information and building a visual vocabulary.	4. Use collage as a means of extending work from initial ideas.	
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