



# Art and Design Progression of Skills

## DRAWING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to use a variety of drawing tools - felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, DoodleBuddy on ipads, 2Paint on laptops, messy play mark making, marbling ink, water on surfaces, sand tray mark making.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines.</p> <p>Explore different textures.</p>	<p>Extend the variety of drawings tools.</p> <p>Explore different textures.</p> <p>Observe and draw landscapes.</p> <p>Observe patterns.</p> <p>Observe anatomy (faces, limbs).</p>	<p>Experiment with tools and surfaces.</p> <p>Draw a way of recording experiences and feelings.</p> <p>Discuss use of shadows, use of light and dark.</p> <p>Sketch to make quick records.</p>	<p>Experiment with the potential of various pencils.</p> <p>Close observation.</p> <p>Initial sketches as a preparation for painting.</p> <p>Accurate drawings of people - particularly faces.</p>	<p>Identify and draw the effect of light.</p> <p>Scale and proportion.</p> <p>Accurate drawings of whole people including proportion and placement.</p> <p>Work on a variety of scales.</p> <p>Computer generated drawings.</p>	<p>Effect of light on objects and people from different directions.</p> <p>Interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Concept of perspective.</p>	<p>Effect of light on objects and people from different directions.</p> <p>Interpret the texture of a surface.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Concept of perspective.</p>

## COLOUR

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Experimenting with and using primary colours.</p> <p>Naming colours.</p> <p>Mixing (not formal).</p> <p>Learn the names of different tools that bring colour.</p> <p>Use a range of tools to make coloured marks.</p>	<p>Name all the colours.</p> <p>Mixing of colours.</p> <p>Find collections of colours.</p> <p>Applying colour with a range of tools.</p>	<p>Begin to describe colours by objects.</p> <p>Make as many tones of one colour as possible (using white).</p> <p>Darken colours without using black.</p> <p>Using colour on a large scale.</p>	<p>Colour mixing.</p> <p>Make colour wheels.</p> <p>Introduce different types of brushes.</p> <p>Techniques - apply colour using dotting, scratching, splashing (Art unit relating to the journey of war from destruction to jubilation).</p>	<p>Colour mixing and matching; tint, tone, shade.</p> <p>Observe colours.</p> <p>Suitable equipment for the task.</p> <p>Colour to reflect mood.</p>	<p>Hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Colour for purposes.</p>	<p>Hue, tint, tone, shades and mood.</p> <p>Explore the use of texture in colour.</p> <p>Colour for purposes.</p> <p>Colour to express feelings.</p>

## TEXTURE

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Overlapping and overlaying to create effects.</p> <p>Use large eyed needles - running stitches.</p> <p>Simple appliqué work.</p> <p>Start to explore other simple stitches.</p> <p>Collage.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Weaving.</p> <p>Tie dying, batik.</p>	<p>Use a wider variety of stitches.</p> <p>Observation and design of textural art.</p> <p>Experimenting with creating mood, feeling, movement.</p> <p>Compare different fabrics.</p>	<p>Use stories, music, poems as stimuli.</p> <p>Select and use materials.</p> <p>Embellish work.</p> <p>Artists using textiles.</p>	<p>Develop experience in embellishing.</p> <p>Apply knowledge of different techniques to express feelings.</p> <p>Work collaboratively on a larger scale.</p>

## FORM

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handling, feeling, enjoying and manipulating materials.</p> <p>Constructing.</p> <p>Building and destroying.</p> <p>Shape and model.</p>	<p>Construct.</p> <p>Use materials to make known objects for a purpose.</p> <p>Carve.</p> <p>Pinch and roll coils and slabs using a modelling media.</p> <p>Make simple joins.</p>	<p>Awareness of natural and man-made forms.</p> <p>Expression of personal experiences and ideas.</p> <p>To shape and form from direct observation (malleable and rigid materials).</p> <p>Decorative techniques.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Work and that of other sculptors.</p>	<p>Shape, form, model and construct (malleable and rigid materials).</p> <p>Plan and develop.</p> <p>Understanding of different adhesives and methods of construction.</p> <p>Aesthetics.</p>	<p>Plan and develop.</p> <p>Experience surface patterns / textures.</p> <p>Discuss own work and work of other sculptors.</p> <p>Analyse and interpret natural and manmade forms of construction.</p>	<p>Plan and develop ideas.</p> <p>Shape, form, model and join.</p> <p>Observation or imagination.</p> <p>Properties of media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Plan and develop ideas.</p> <p>Shape, form, model and join.</p> <p>Observation or imagination.</p> <p>Properties of media.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>

## PRINTING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Rubbings.</p> <p>Print with variety of objects.</p> <p>Print with block colours.</p>	<p>Create patterns.</p> <p>Develop impressed images.</p> <p>Relief printing.</p>	<p>Print with a growing range of objects.</p> <p>Identify the different forms printing takes.</p>	<p>Relief and impressed printing.</p> <p>Recording textures/patterns.</p> <p>Monoprinting.</p> <p>Colour mixing through overlapping colour prints.</p>	<p>Use sketchbook for recording textures / patterns.</p> <p>Interpret environmental and manmade patterns.</p> <p>Modify and adapt print.</p>	<p>Combining prints.</p> <p>Design prints.</p> <p>Make connections.</p> <p>Discuss and evaluate own work and that of others.</p>	<p>Builds up drawings and images of whole or parts of items using various techniques.</p> <p>Screen printing.</p> <p>Explore printing techniques used by various artists.</p>

**PATTERN**

<b>Early Years</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<p>Repeating patterns.</p> <p>Irregular painting patterns.</p> <p>Simple symmetry.</p>	<p>Awareness and discussion of patterns.</p> <p>Repeating patterns.</p> <p>Symmetry.</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Natural and manmade patterns.</p> <p>Discuss regular and irregular.</p>	<p>Pattern in the environment.</p> <p>Design using ICT.</p> <p>Make patterns on a range of surfaces.</p> <p>Symmetry.</p>	<p>Explore environmental and manmade patterns.</p> <p>Tessellation.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>