



Art and Design Progression of Skills

DRAWING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> *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 * Use drawings to tell a story *Investigate different lines * Explore different textures 	<ul style="list-style-type: none"> *Extend the variety of drawings tools * Explore different textures * Observe and draw landscapes *Observe patterns *observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> * experiment with tools and surfaces * draw a way of recording experiences and feelings * discuss use of shadows, use of light and dark * Sketch to make quick records 	<ul style="list-style-type: none"> * Experiment with the potential of various pencils * close observation * initial sketches as a preparation for painting *accurate drawings of people – particularly faces 	<ul style="list-style-type: none"> *Identify and draw the effect of light *scale and proportion * accurate drawings of whole people including proportion and placement * Work on a variety of scales * computer generated drawings 	<ul style="list-style-type: none"> * effect of light on objects and people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective 	<ul style="list-style-type: none"> * effect of light on objects and people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective

COLOUR

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> *Experimenting with and using primary colours * Naming *mixing (not formal) * Learn the names of different tools that bring colour * Use a range of tools to make coloured marks. 	<ul style="list-style-type: none"> *name all the colours * mixing of colours *Find collections of colour * applying colour with a range of tools 	<ul style="list-style-type: none"> * Begin to describe colours by objects * Make as many tones of one colour as possible (using white) * Darken colours without using black * using colour on a large scale 	<ul style="list-style-type: none"> * colour mixing * Make colour wheels * Introduce different types of brushes * techniques- apply colour using dotting, scratching, splashing (Art unit relating to the journey of war from destruction to jubilation) 	<ul style="list-style-type: none"> * colour mixing and matching; tint, tone, shade * observe colours * suitable equipment for the task *colour to reflect mood 	<ul style="list-style-type: none"> * hue, tint, tone, shades and mood * explore the use of texture in colour * colour for purposes 	<ul style="list-style-type: none"> * hue, tint, tone, shades and mood * explore the use of texture in colour * colour for purposes * colour to express feelings

TEXTURE

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> * overlapping and overlaying to create effects *Use large eyed needles – running stitches * Simple appliqué work * Start to explore other simple stitches * collage 	<ul style="list-style-type: none"> *Use smaller eyed needles and finer threads * weaving * Tie dying, batik 	<ul style="list-style-type: none"> *Use a wider variety of stitches * observation and design of textural art *experimenting with creating mood, feeling, movement- *compare different fabrics 	<ul style="list-style-type: none"> *use stories, music, poems as stimuli * Select and use materials * embellish work *artists using textiles 	<ul style="list-style-type: none"> * Develops experience in embellishing * Applies knowledge of different techniques to express feelings * Work collaboratively on a larger scale

FORM

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> * Handling, feeling, enjoying and manipulating materials * Constructing * Building and destroying * Shape and model 	<ul style="list-style-type: none"> * Construct * Use materials to make known objects for a purpose * Carve * Pinch and roll coils and slabs using a modelling media. * Make simple joins 	<ul style="list-style-type: none"> * Awareness of natural and man-made forms * Expression of personal experiences and ideas * to shape and form from direct observation (malleable and rigid materials) * decorative techniques * Replicate patterns and textures in a 3-D form * work and that of other sculptors 	<ul style="list-style-type: none"> * Shape, form, model and construct (malleable and rigid materials) * Plan and develop * understanding of different adhesives and methods of construction * aesthetics 	<ul style="list-style-type: none"> * Plan and develop * Experience surface patterns / textures * Discuss own work and work of other sculptors * analyse and interpret natural and manmade forms of construction 	<ul style="list-style-type: none"> * plan and develop ideas * Shape, form, model and join * observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors 	<ul style="list-style-type: none"> * plan and develop ideas * Shape, form, model and join * observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors

PRINTING

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> * Rubbings * Print with variety of objects * Print with block colours 	<ul style="list-style-type: none"> * Create patterns * Develop impressed images * Relief printing 	<ul style="list-style-type: none"> * Print with a growing range of objects * Identify the different forms printing takes 	<ul style="list-style-type: none"> * relief and impressed printing * recording textures/patterns * monoprinting * colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> * Use sketchbook for recording textures/patterns * Interpret environmental and manmade patterns * modify and adapt print 	<ul style="list-style-type: none"> * combining prints * design prints * make connections * discuss and evaluate own work and that of others 	<ul style="list-style-type: none"> * Builds up drawings and images of whole or parts of items using various techniques * Screen printing * Explore printing techniques used by various artists

PATTERN

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> *repeating patterns * irregular painting patterns * Simple symmetry 	<ul style="list-style-type: none"> *Awareness and discussion of patterns * repeating patterns * symmetry 	<ul style="list-style-type: none"> *Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning * natural and manmade patterns *Discuss regular and irregular 	<ul style="list-style-type: none"> * pattern in the environment * design * using ICT * make patterns on a range of surfaces * symmetry 	<ul style="list-style-type: none"> *Explore environmental and manmade patterns * tessellation 	<ul style="list-style-type: none"> * Create own abstract pattern to reflect personal experiences and expression * create pattern for purposes 	<ul style="list-style-type: none"> *Create own abstract pattern to reflect personal experiences and expression * create pattern for purposes