

Progression of Skills in Art and Design

	EYFS	Year 1/2	Year 3/4	Year 5/6	Suggested Artists
Exploring and developing ideas (ONGOING)		<ul style="list-style-type: none"> I can record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. I can explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and I can explore ideas for different purposes. I can make thoughtful observations about starting points and select ideas to I use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and I can explore ideas for different purposes. I can make thoughtful observations about starting points and select ideas and processes to I use in their work. I can explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	
Evaluating and developing work (ONGOING)		<ul style="list-style-type: none"> I can review what I and others have done and say what they think and feel about it. E.g. Annotate sketchbook I can identify what I might change in my current work or develop in their future work. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and I can describe how they might develop it further. Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and I can describe how they might develop it further. Annotate work in sketchbook. 	
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> I can experiment with a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. 	<ul style="list-style-type: none"> I use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. I can layer different media. I use a sketchbook to gather and collect artwork. I am able to draw for an increasing sustained period of time from the figure and real objects, including single and grouped objects. I can experiment with the visual elements; line, shape, pattern and colour. 	<ul style="list-style-type: none"> I can experiment with different grades of pencil and other implements. I can plan, refine and alter their drawings as necessary. Collect images and information independently in a sketchbook. I use research to inspire drawings from memory and imagination. Draw for a sustained period of time at their own level. I use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> I use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. I use a sketchbook to develop ideas. Identify artists who have worked in a similar way to their own work. I can manipulate and I can experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape. 	Leonardo Da Vinci, Vincent Van Gogh, Poonac Salvador Dali Seurat, Durer, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat.
Painting	<ul style="list-style-type: none"> I can experimenting with and using primary colours. Mixing colours (not formal) I can name and I use a range of tools to I can make coloured marks on paper 	<ul style="list-style-type: none"> I can experiment with a variety of tools and techniques including the I use of different brush sizes and types, layering, mixing media, scraping through etc Mix and match colours to artefacts and objects. I am able to work on different scales. I can mix secondary colours and shades using different types of paint. I can create different textures e.g. I use sawdust. 	<ul style="list-style-type: none"> Mix a variety of colours with increasing accuracy and know which primary colours I can make secondary colours. I use a developed colour vocabulary. I can experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> I can create shades and tints using black and white and have a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. I Show an awareness of how paintings are created (composition). 	Pollock, Monet, Chagall, Ben Moseley, Van Gogh, Klimt, Marc, Klee, Hockney, Pollock, Riley, Aboriginal, Rothko, Rivera, Indian Miniatures, O'Keeffe, Hopper, Rambrant, Lowry, Matisse, Margritte.
Printing – (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> I enjoy taking rubbings: leaf, brick, coin etc. I can make simple pictures by printing from objects such as sticks, sponges, found objects. Develop simple patterns by using objects. 	<ul style="list-style-type: none"> I can make marks in print with a variety of objects, including natural and made objects. I can make rubbings. I can build a repeating pattern and recognise pattern in the environment of increasing complexity and repetition. 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering and refine a print using a variety of techniques. I e.g. monoprint, block, relief and resist printing. I can talk about the processes I used to produce a simple print. I can explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> I can describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently. 	Andy Warhol, Hokusai, Hiroshige, Escher, William Morris, Rothenstein, Kunisada, Advertising, Bawden, Picasso, Dan Mather,
Textiles/collage	Show experience in simple weaving: paper, twigs. Enjoy playing with and using a variety of textiles and fabric.	<ul style="list-style-type: none"> I use a variety of techniques, e.g. Stitch, knot and I use other manipulative skills. Weaving, finger knitting, fabric crayons, sewing and binca. I know how to thread a needle, cut, glue and trim material. I can create images from imagination, experience or observation. I use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. I can create textured collages or mosaic from a variety of media. 	<ul style="list-style-type: none"> I use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. I have developed my skills in stitching, cutting and joining. I can match the tool to the material. I am able to refine and alter ideas and explain choices using an art vocabulary. <p>I can experiment with a range of media e.g. overlapping, layering etc.</p>	<ul style="list-style-type: none"> Awareness of the potential of the I uses of material. I use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work. 	Joan Miro, Bridget Riley, Escher, Paul Klee,

3 D form(3D work, clay, recycled/ found object dough, boxes, wire, paper sculpture, mod roc)	Enjoy a range of malleable media such as clay, papier Mache, Salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. I can construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	<ul style="list-style-type: none"> I can manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. I can explore sculpture with a range of malleable media, especially clay. I can experiment with, I can construct and I can join recycled, natural and man-made materials. I can explore shape and form. Understand the safety and basic care of materials and tools. I can experiment with, I can construct and I can join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> Y3 -Build a textured relief file. I can join clay adequately and work reasonably independently. I can construct a simple clay base for extending and modelling other shapes. I can make informed choices about the 3D technique chosen. I can show an understanding of shape, space and form. I can plan, design, I can make and adapt models. I can talk about my work understanding that it has been sculpted, modelled or I can constructed. I use a variety of materials. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips, etc. I can make a mould and I use plaster safely. I can create sculpture and I can constructions with increasing independence. I use recycled, natural and man-made materials to I can create sculpture. 	African, Native American, , Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, Egyptian Artefacts, Christo, Frink, Balla, Andre. Henry Moore, Barbara Hepworth, Andy Goldsworthy, Anthony Gormley
Breadth of study	Throughout all of these areas children should be given the opportunity to discuss and review their own and others work. They should develop the ability to express thoughts and feelings about artworks and I can explore a range of great artists, craft I can makers, architects and designers both current and through history. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. I use ICT, including photography. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.				
Curriculum coverage (Cornerstones) Year A		<ul style="list-style-type: none"> Sketchbooks; 3-D modelling; Sand art; Seascapes Working with natural materials; Drawing; Painting; Observational drawing; Model making; Printing; Food landscapes; Mixed media pictures and collages; Colour mixing Collage; Family portraits 	<ul style="list-style-type: none"> 3-D models; Drawing; Sculpture; Mosaic; Jewellery Sculpture; Photography; Observational drawing; 3-D models; Clay sculpture; Anthony Gormley; Batik; Printing; Seascapes 	<ul style="list-style-type: none"> Portraiture and figurines; Logo design; Painting; Block printing; Photography and image editing 	
Curriculum coverage (Cornerstones) Year B		<ul style="list-style-type: none"> Collage; Painting Observational drawing; Printing Large and small-scale modelling; Famous local artists; Creating views from the local area Observational drawing; Sculpture; Flower-pressing Drawing software; 	<ul style="list-style-type: none"> Embossed pattern and pictures; Making jewellery Native American dreamcatchers; Weaving; Journey sticks Neolithic art; Clay beakers; Iron Age jewellery Design; Clay work; Crayon art; Photography; Painting Patterns and print making; Sketchbooks 	<ul style="list-style-type: none"> Artists of the Victorian period; Printing Sculpture; Maya art; Carving; Drawing; Perspectives; Photography; Great artists – Andy Warhol, Salvador Dali; Collage; Botanical drawing and painting; Wire sculpture; Making models Selecting materials 	
Key Vocabulary (to be added to in line with Powerful Words English project)	painting drawing printing modelling, scratching rolling pressing big small red yellow blue black white green orange hard soft rough smooth cold warm happy sad angry	repeat overlap symmetry regular irregular texture artist shape space pop art cubism colour wheel primary colours secondary colours colour mixing symmetry self-portrait mood emotion tone shade image expression texture line imagine create change	brush strokes carvings texture scale texture tone shade contrast brush strokes weaving acrylic needle eye running stitch malleable rigid aesthetic observation perspective proportions positive negative colour mixing colour wheels dotting splashing relief and impressed symmetry scale proportion scales mood	sculpt relief construction manuscript calligraphy engraving atmosphere light perspective primary secondary tertiary positive space negative space expressionist proportion perspective concept hue tint tone purpose manipulate graphic package digital image embellish	

	<p>excited pencil chalks sticks Paper Card stones glass glue fix zig zag spotty stripy wavy curvy like dislike</p>	<p>alone bright dull pastels tiles plastic pencil crayon wax crayon landscape materials techniques patterns malleable rigid firm 3D 2D sculpture carve sandpaper plastic light and dark dark, light, pale, darker, lighter. Stitches applique collage arranging</p>	<p>shade cross stitch backstitch mood feeling movement natural manmade tessellation tiles evolve</p>	<p>media combining abstract purpose personal experiences mood hue expressing feelings layered image layering refine collaboratively express feelings suggest whole screen printing explore personal expression</p>	
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