



Slindon CofE Primary School- Progression of skills – Art and Design

| | EYFS | Key Stage 1 | | Lower Key Stage 2 | | Upper Key Stage 2 | |
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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Thread | Early Learning Goal: To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | | To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] To learn about great artists, architects and designers in history | | | |
| Developing Ideas | Look and talk about what they have produced, describing simple techniques and media used. | <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. | <ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Build information on colour mixing, the colour wheel and colour spectrums. | <ul style="list-style-type: none"> Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject Make notes in a sketch book about techniques used by artists Annotate ideas for improving their work through keeping notes in a sketch book | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work | <ul style="list-style-type: none"> Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. | <ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook |
| Drawing | Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Start to produce different patterns and textures from observations, imagination and illustrations. | Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. • Begin to control the types of marks made with the range of media. | Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Understand tone through the use of different grades of pencils (HB, 2B, 4B) | Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings • Begin to show consideration in the choice of pencil grade they use Possible artists: Picasso, Hopper, Surrealism etc. | <ul style="list-style-type: none"> Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. | <ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including | <ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further |

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| | | | | | <ul style="list-style-type: none"> • Include in their drawing a range of technique and begin to • Develop intricate patterns using different grades of pencil and other implements to create lines and marks. • Draw for a sustained period of time at an appropriate level. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. • Have opportunities to develop further drawings featuring the third dimension and perspective. • Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made • Attempt to show reflections in a drawing • Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. <p>Possible artists: Goya, Sargent, Holbein.</p> | <p>observation, photographs and digital images.</p> <ul style="list-style-type: none"> • Develop close observation skills using a variety of view finders. <p>Possible Artists: Moore sketchbooks, Rossetti, Klee, Calder, Cassatt</p> | <p>simple perspective in their work using a single focal point and horizon.</p> <ul style="list-style-type: none"> • Develop an awareness of composition, scale and proportion in their paintings. <p>Possible artists: Have opportunity to explore modern and traditional artists using ICT and other resources</p> |
| Painting | <p>Enjoy using a variety of tools including different size brushes and tools i.e. sponge brushes, fingers, twigs.</p> <ul style="list-style-type: none"> • Recognise and name the primary colours being used. | <ul style="list-style-type: none"> • Begin to show control over the types of marks made. • Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. | <ul style="list-style-type: none"> • Build confidence in mixing colour shades and tones. • Understand the colour wheel and colour spectrums. • Continue to control the types of marks made with the range of media. • Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. | <ul style="list-style-type: none"> • Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. • Become increasingly confident in creating different effects and textures with paint according to what they need for the task. • Understand how to create a background using a wash <p>Possible artists/movements: Rothko, Rivera, Indian</p> | <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. • Start to develop a painting from a drawing. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. • Work in the style of a selected artist (not copying). <p>Possible artists: Hopper, Rembrandt.</p> | <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media. <p>Possible artists: Lowry, Matisse, Magritte.</p> | <ul style="list-style-type: none"> • Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. • Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Understanding which works well in their work and why. <p>Possible artists: Have opportunity to explore modern and traditional arts.</p> |

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| 3D | <p>Enjoy using malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.</p> <ul style="list-style-type: none"> • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials to create sculptures. | <p>. • Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc.</p> <ul style="list-style-type: none"> • Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. • Use tools and equipment safely and in the correct way. | <ul style="list-style-type: none"> • Use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... • Explore carving as a form of 3D art. | <ul style="list-style-type: none"> • Use equipment and media with confidence. • Begin to show an awareness of objects having a third dimension and perspective. • Learn to secure work to continue at a later date. • Join two parts successfully. • Construct a simple base for extending and modelling other shapes. • Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. • Produce more intricate surface patterns/ textures and use them when appropriate. • Produce larger ware using pinch/ slab/ coil techniques. • Continue to explore carving as a form of 3D art. • Use language appropriate to skill and technique. <p>Possible artists: Calder, Segal, Leach, Kinetic, recycled/ found object sculptures from Africa and India.</p> | <p>Work in a safe, organised way, caring for equipment.</p> <ul style="list-style-type: none"> • Secure work to continue at a later date. • Make a slip to join to pieces of clay. • Decorate, coil, and produce marquettes confidently when necessarily. • Model over an armature: newspaper frame for modroc. • Use recycled, natural and man-made materials to create sculptures. • Adapt work as and when necessary and explain why. • Gain more confidence in carving as a form of 3D art. • Use language appropriate to skill and technique. • Demonstrate awareness in environmental sculpture and found object art. • Show awareness of the effect of time upon sculptures. <p>Possible artists: Egyptian Artefacts, Christo.</p> | <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <ul style="list-style-type: none"> • Show experience in combining pinch, slabbing and coiling to produce end pieces. • Develop understanding of different ways of finishing work: glaze, paint, polish • Gain experience in model ling over an armature: newspaper frame for modroc. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. • Show increasing confidence to carve a simple form. • Use language appropriate to skill and technique. <p>Possible Artists: Frink, Balla, Andre</p> | <p>Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</p> <ul style="list-style-type: none"> • Model and develop work through a combination of pinch, slab, and coil. • Work around armatures or over constructed foundations. • Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. • Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. • Confidently carve a simple form. • Solve problems as they occur. • Use language appropriate to skill and technique. <p>Possible artists: Have opportunity to explore modern and traditional arts.</p> |
| Printmaking | <ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. | <ul style="list-style-type: none"> • Experience impressed printing: e.g. printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • | <ul style="list-style-type: none"> • Demonstrate experience at impressed printing: drawing into ink, printing from objects. • Use equipment and media correctly and be able to produce a clean printed image. • • Take simple prints i.e. mono - printing. • Experiment with overprinting motifs and colour. | <ul style="list-style-type: none"> • Print simple pictures using different printing techniques. • Continue to explore both mono printing and relief printing. • Demonstrate experience in 3 colour printing. • Demonstrate experience in combining prints taken from different objects to produce an end piece. <p>Possible artists: Morris, Labelling</p> | <ul style="list-style-type: none"> • Increase awareness of mono and relief printing. • Demonstrate experience in fabric printing. • Expand experience in 3 colour printing. • Continue to experience in combining prints taken from different objects to produce an end piece. • Create repeating patterns. <p>Possible artists: Rothenstein, Kunisada</p> | <ul style="list-style-type: none"> • Use tools in a safe way. Continue to gain experience in overlaying colours. • Start to overlay prints with other media. • Use print as a starting point to embroidery. Show experience in a range of mono print techniques. <p>Possible artists: Advertising, Bawden</p> | <ul style="list-style-type: none"> • Demonstrate experience in a range of printmaking techniques. • Describe techniques and processes. • Adapt their work according to their views and describe how they might develop it further. • Develop their own style using tonal contrast and mixed media. <p>Possible artists: Have opportunity to explore modern and traditional arts.</p> |
| Texture, pattern, colour, line and tone | <p>Enjoy playing with and using a variety of textiles and fabric.</p> <ul style="list-style-type: none"> • Decorate a piece of fabric. Show | <ul style="list-style-type: none"> • Investigate textures by describing, naming, rubbing, copying. • Begin to understand how colours can link to | <ul style="list-style-type: none"> • Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) | <ul style="list-style-type: none"> • Create textures and patterns with a wide range of drawing implements. | <ul style="list-style-type: none"> • Experiment with different grades of pencil and other implements to achieve variations in tone. | <p>Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.</p> | <p>Consider the use of colour for mood and atmosphere</p> |

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| | <p>experience in simple stitch work.</p> <ul style="list-style-type: none"> • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. | moods and feelings in art. | | <ul style="list-style-type: none"> • Create textures and patterns with a wide range of drawing implements. • Create art works from natural materials to show an awareness of different viewpoints of the same object. | <ul style="list-style-type: none"> • Use complimentary and contrasting colours for effect | | |
| Art through technology | | Take a self-portrait or a photograph. | | <ul style="list-style-type: none"> • Use printed images taken with a digital camera and combine them with other media to produce art work • Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) • Take photographs and explain their creative vision | <ul style="list-style-type: none"> • Create a piece of art which includes integrating a digital image they have taken. • Take a photo from an unusual or thought-provoking viewpoint | <ul style="list-style-type: none"> • Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. • Compose a photo with thought for textural qualities, light and shade. | <ul style="list-style-type: none"> • Have opportunity to explore modern and traditional artists using ICT and other resources. • Combine a selection of images using digital technology considering colour, size and rotation. |
| Responding to art | Look and talk about what they have produced, describing simple techniques and media used. | <ul style="list-style-type: none"> • Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes. • Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | <ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. • Express thoughts and feelings about a piece of art. | <ul style="list-style-type: none"> • Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work • Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. • Respond to art from other cultures and other periods of time. | <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. • Begin to explore a range of great artists, architects and designers in history. | <ul style="list-style-type: none"> • Recognise the art of key artists and begin to place them in key movements or historical events. • Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. • Explore a range of great artists, architects and designers in history. • Compare the style of different styles and approaches. | <ul style="list-style-type: none"> • Discuss and review own and others work, expressing thoughts and feelings explaining their views. • Identify artists who have worked in a similar way to their own work. • Explore a range of great Artists, architects and designers in history |