



Aberford C of E Primary School – Art and Design Progression of skills

Class 1	Class 2		Class 3		Class 4		Suggested Artists
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Drawing (pencil, charcoal, inks, chalk, pastels, computing)							
Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people	Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs)	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	Experiment with the potential of various pencils close observation Draw both the positive and negative shapes initial sketches as a preparation for painting accurate drawings of people – particularly faces	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	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	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"> • Leonardo Da Vinci • Vincent Van Gogh • Poonac
Colour (Painting, ink, dye, textiles, pencils, crayon, pastels)							
Experiment with and using primary colours <ul style="list-style-type: none"> • Naming • mixing (not formal) 	Name all the colours - mixing of colours Find collections of colour	Begin to describe colours by objects Make as many tones of one colour as possible (using white)	Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task	Hue, tint, tone Shades and mood Explore the use of texture in colour Colour for purposes	Hue, tint, tone Shades and mood Explore the use of texture in colour Colour for purposes	<ul style="list-style-type: none"> • Pollock • Monet • Hagall • Ben Moseley • Van Gogh

Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper	Applying colour with a range of tools	Darken colours without using black using colour on a large scale	dotting, scratching, splashing	Colour to reflect mood		Colour to express feelings	
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Texture
(Textiles, clay, sand, plaster, stone)

Handling, manipulating and enjoying using materials Sensory experience Simple collages Simple weaving	Weaving Collage Sort according to specific qualities How textiles create things	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage	Use smaller eyed needles and finer threads Weaving Tie dying, batik	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement Compare different fabrics	Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making - artists using textiles	Develop experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale	<ul style="list-style-type: none"> • Linda Caverley • Molly Williams • William Morris • Gustav Klimt
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Form
(3D work, clay, dough, boxes, wire, paper, sculpture, mod roc)

Handling, feeling, enjoying and manipulating materials	Construct	Awareness of natural and man-made forms	Shape, form, model and construct (malleable and rigid materials)	Plan and develop Experience surface patterns / textures	Plan and develop ideas	Plan and develop ideas	<ul style="list-style-type: none"> • Henry Moore • Barbara Hepworth
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Constructing Building and destroying Shape and model	Use materials to make known objects for a purpose Carve Pinch and roll coils and slabs using a modelling media. Make simple joins	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	Plan and develop understanding of different adhesives and methods of construction Aesthetics	Discuss own work and work of other sculptors analyse and interpret natural and manmade forms of construction	Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors	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"> • Andy Goldsworthy
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Printing
(Found, materials, fruit/veg, wood blocks, press print, lino, string)

Rubbings Print with variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/patterns Mono-printing Colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print	Combining prints Design prints Make connections discuss and evaluate own work and that of others	Build up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists	<ul style="list-style-type: none"> • Picasso • Dan Mather • Andy Warhol
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Pattern
(Paint, pencil, textiles, clay, printing)

<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Awareness and discussion of patterns</p> <p>Repeating patterns 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 make patterns on a range of surfaces</p> <p>Symmetry</p>	<p>Explore environmental and manmade patterns 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>	<ul style="list-style-type: none"> • Joan Miro • Bridget Riley • Escher • Paul Klee
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