

# Art and Design Progression Of Skills



## CHIS Skills Progression 2021/22

**Subject area: Art**

**Curriculum leader: Mrs Fitzpatrick**

### Early Years Key Knowledge

- Understand use of objects e.g. what do we use to cut things?
- Talk about why things happen and how things work
- Understand growth, decay and changes over time
- Know about similarities and differences in relation to places, objects, materials and living things
- Recognise that a range of technology is used in places such as homes and schools
  - Know the different colours
- Know the key vocabulary

### Early Years Key Skills

- Follow instructions involving several ideas or actions
- Listen and respond to ideas expressed by others in conversation or discussion
- Experiment with different ways of moving
- Uses simple tools to effect changes to materials
- Show good control and co-ordination in large and small movements
- Handle equipment and tools effectively, safely and with control
- Talk about things they have observed such as plants, animals, natural and found objects
- Look closely at similarities, differences, patterns and changes
- Make observations of animals and plants
- Select and use technology for particular purposes
- Explore colour, texture, design, form, function and medias and how they can be changed
- Select appropriate resources and adapt appropriately
- Use what they have learnt about media and materials in original ways, thinking about uses and purposes to represent own ideas, thoughts and feelings

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	Year 1	Year 2
<p><b>Painting -</b></p> <ul style="list-style-type: none"><li>• <b>Use a range of materials creatively to design and make products</b></li><li>• <b>Use painting to develop and share their ideas, experiences and imagination</b></li><li>• <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></li><li>• <b>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</b></li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Design and make products</li><li>• Choose a brush that is suited to the task.</li><li>• Use a palette correctly.</li><li>• Use their own water pot to wash out brushes and keep reasonably clean.</li><li>• Try and match for colour.</li><li>• Begin to mix colours with more confidence and know how to get different shades and tones.</li><li>• Extend their use of colour tones.</li><li>• Use tools and materials to add texture to their paint.</li><li>• Look at the work of a range of artists, designers and craft makers, starting to describe what they like and dislike, making some links to their own work.</li><li>• Use the work of other artists to inspire their own work</li><li>• Use an art package and the Internet when appropriate.</li><li>• Start to review their work and make constructive comment on it.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Creatively design and make products</li><li>• Begin to mix their own colours with growing confidence.</li><li>• Use their knowledge to create a background.</li><li>• Experiment with paint to create a desirable outcome.</li><li>• Look at the work of a range of artists, designers and craft makers, describing differences and similarities between practices and disciplines, and make links to their own work</li><li>• Use the work of other artists as a starting point for their own work applying the same skills.</li><li>• Use an art package on a device.</li><li>• Review their work and make constructive comment on it.</li></ul>

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<b>Drawing</b> <ul style="list-style-type: none"><li>• Use a range of materials creatively to design and make products</li><li>• Use drawing to develop and share their ideas, experiences and imagination</li><li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li><li>• 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</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Design and make produces</li><li>• See line, shape, colour, space and texture in their environment.</li><li>• Record in sketchbooks responses to shape, texture, pattern etc.</li><li>• Experiment with a variety of materials to achieve different effects.</li><li>• Look at the work of a range of artists, designers and craft makers, starting to describe what they like and dislike, making some links to their own work</li><li>• Record responses to artists studied in sketchbooks</li><li>• Use an art package on a device.</li><li>• Start to review their work and make constructive comment on it.</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Creatively design and make products</li><li>• See line, shape, colour, space, texture, pattern, and apply to their own work.</li><li>• Use sketchbooks to explore thoughts and visual responses to stimuli throughout topics.</li><li>• Choose suitable media from a given range, eg chalks, pastels, felt tips and soft black pencils.</li><li>• Look at the work of a range of artists, designers and craft makers, describing differences and similarities between practices and disciplines, and make links to their own work</li><li>• Use the work of other artists as a starting point for their own work applying similar skills, and recording response in sketchbooks</li><li>• Use an art package with confidence.</li><li>• Review their work and make constructive comment on it.</li></ul>

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	<b>Year 1</b>	<b>Year 2</b>
<b>Textiles/3D/mixed media/sculpture</b> <ul style="list-style-type: none"><li>• <b>Use a range of materials creatively to design and make products</b></li><li>• <b>Use sculpture to develop and share their ideas, experiences and imagination</b></li><li>• <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></li><li>• <b>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</b></li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Design and make produces</li><li>• Handle clay with growing confidence, being able to shape, roll and add texture to the surface.</li><li>• Use paper and paste to join surfaces.</li><li>• Create collages with variety of mixed media.</li><li>• Create sculptures using different media to share experiences.</li><li>• Look at the work of a range of artists, designers and craft makers, starting to describe what they like and dislike, making some links to their own work</li><li>• Use photography to record and display own work for topic outcomes</li><li>• Start to review their work and make constructive comment on it</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• Creatively design and make products</li><li>• Create models using clay, joining together with clay slip.</li><li>• Use fabric and other materials that are appropriate to combine in mixed media work relevant to the topic.</li><li>• Create sculptures using different media to share experiences and imagination</li><li>• Look at the work of a range of artists, designers and craft makers, describing differences and similarities between practices and disciplines, and make links to their own work</li><li>• Use photography to record and display own work for topic outcomes</li><li>• Review their work and make constructive comment on it.</li></ul>

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**Key Vocabulary**

**Draw**

**Paint**

**Sculpture-** the art or craft of making statues or other objects by carving, chiseling, or molding.

**Make—**To create something.

**Mould-** To change or create a different shape using your hands.

**Shape** (and different shapes)

**Colour** (and the different colours)

**Artist-** A person who is good at painting, music, writing, or any other art.

**Designer—** A person who makes or draws plans for creating something.

**Illustrator—** An artist who makes drawings for books or other written works.

**Materials—** Anything used for building or making something else.

**Media-** A form of art created on a computer or through ICT means.

**Design—** To make or draw plans for the structure or form of.

**Evaluate-** To reflect or judge how you or others have done.

**Create—** Make or design something.

**Pattern—** An arrangement of shapes, lines, letters, number or colours that can be used again and again.

**Texture—** The feel or look of a surface.

**Line**

**Form—** The way in which something takes or looks.

**Space**

**Craft—** The skill of making things.

**Differences-** the condition of being different from or not like.

**Similarities-** the state or quality of being the same; resemblance.