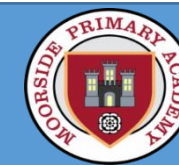




# Skills progression – Art and Design



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas	<ul style="list-style-type: none"><li>Record and explore ideas from first hand observation, experience and imagination.</li><li>Ask and answer questions about the starting points for their work, and develop their ideas.</li><li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li></ul>	<ul style="list-style-type: none"><li>Record and explore ideas from first hand observation, experience and imagination.</li><li>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li><li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li></ul>	<ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>	<ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>	<ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>	<ul style="list-style-type: none"><li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li><li>Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li><li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li></ul>
Evaluating and developing work	<ul style="list-style-type: none"><li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li><li>Identify what they might change in their current work or develop in their future work.</li></ul>	<ul style="list-style-type: none"><li>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</li><li>Identify what they might change in their current work or develop in their future work.</li><li>Annotate work in sketchbook.</li></ul>	<ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li><li>Annotate work in sketchbook.</li></ul>	<ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li></ul>	<ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li></ul>	<ul style="list-style-type: none"><li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li><li>Adapt their work according to their views and describe how they might develop it further.</li></ul>
Drawing	<ul style="list-style-type: none"><li>Use a variety of tools: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li><li>Use a sketchbook to gather and collect artwork.</li><li>Begin to explore the use of line, shape and colour</li><li>Communicate something about themselves in their drawing</li><li>Create moods in their drawing</li><li>Draw lines of different shapes and thickness, using different graded pencils</li></ul>	<ul style="list-style-type: none"><li>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</li><li>Understand the basic use of a sketchbook and work out ideas for drawings.</li><li>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li><li>Experiment with the visual elements: line, shape, pattern and colour.</li><li>Create different tones using light and dark</li><li>Show patterns and texture in drawings</li><li>Use viewfinders to focus on a specific part in a drawing</li></ul>	<ul style="list-style-type: none"><li>Experiment with different grades of pencil and other implements.</li><li>Plan, refine and alter their drawings as necessary.</li><li>Use their sketchbook to collect and record visual information from different sources.</li><li>Draw for a sustained period of time at their own level.</li><li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</li><li>Show facial expressions in drawings</li><li>Use sketches to produce a final piece of art</li></ul>	<ul style="list-style-type: none"><li>Alter and refine drawings and describe changes using art vocabulary.</li><li>Collect images and information independently in a sketchbook.</li><li>Use research to inspire drawings from memory and imagination.</li><li>Explore relationships between line and tone, pattern and shape, line and texture.</li><li>Begin to show facial expression and body language in sketches</li><li>Identify and draw simple objects, and use marks and lines to produced texture.</li><li>Organise line, tone, shape and colour to represent figures and forms in movement.</li><li>Show reflections</li><li>Explain why they have chosen a specific material to draw with.</li></ul>	<ul style="list-style-type: none"><li>Use a variety of source material for their work.</li><li>Work in a sustained and independent way from observation, experience and imagination.</li><li>Use a sketchbook to develop ideas.</li><li>Explore the potential properties of the visual elements: line, tone, pattern, texture, colour and shape.</li><li>Identify and draw simple objects, and use marks and lines to produced texture.</li><li>Organise line, tone, shape and colour to represent figures and forms in movement.</li><li>Show reflections</li><li>Explain why they have chosen a specific material to draw with.</li></ul>	<ul style="list-style-type: none"><li>Demonstrate a wide variety of ways to make different marks with dry and wet media.</li><li>Identify artists who have worked in a similar way to their own work.</li><li>Develop ideas using different or mixed media, using a sketchbook.</li><li>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li><li>Sketches communicate emotions and a sense of self with accuracy and imagination.</li><li>Explain why they have combined different tools to create their drawings.</li><li>Explain why they have chosen specific drawing techniques.</li></ul>

Painting	<ul style="list-style-type: none"> <li>• Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades</li> <li>• Using different types of paint.</li> <li>• Create different textures e.g. use of sawdust.</li> <li>• Create moods</li> <li>• Choose to use different brushes as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> <li>• Mix paint to create all secondary colours including brown.</li> <li>• Mix and match colours, predict outcomes</li> <li>• Make tints by adding white and tones by adding black.</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a variety of colours and know which primary colours make secondary colours.</li> <li>• Use a developed colour vocabulary.</li> <li>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</li> <li>• Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>• Use a range of brushes to create different effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and match colours with increasing accuracy.</li> <li>• Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>• Choose paints and implements appropriately.</li> <li>• Plan and create different effects and textures with paint according to what they need for the task.</li> <li>• Show increasing independence and creativity with the painting process.</li> <li>• Create mood in paintings</li> <li>• Use shading to create mood and feeling</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> <li>• Create a range of moods in their painting</li> <li>• Express their emotions accurately through their painting and sketches.</li> </ul>	<ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work.</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently.</li> <li>• Show an awareness of how paintings are created (composition).</li> <li>• Explain what their own style is</li> <li>• Explain why they have used specific painting techniques</li> </ul>
Printing	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques.</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognise pattern in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a print using pressing, rolling, rubbing and stamping.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials, objects and techniques.</li> <li>• Create a print like a designer.</li> </ul>	<ul style="list-style-type: none"> <li>• Print using a variety of materials, objects and techniques including layering.</li> <li>• Make a printing block</li> <li>• Make a 2 colour print</li> <li>• Talk about the processes used to produce a simple print.</li> <li>• To explore pattern and shape, creating designs for printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Research, create and refine a print using a variety of techniques and at least 4 colours</li> <li>• Select broadly the kinds of material to print with in order to get the effect they want</li> <li>• Resist printing including marbling, silkscreen and coldwater paste.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric.</li> <li>• Alter and modify work.</li> <li>• Work relatively independently.</li> <li>• Overprint using different colours</li> <li>• Look very carefully at the methods they use and make decisions about the effectiveness of their printing method</li> </ul>
Textiles/ collage	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>• How to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> <li>• Cut and tear paper and card to make collages</li> <li>• Gather and sort materials they will need.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</li> <li>• Create textured collages from a variety of media.</li> <li>• Use different types of materials and explain why they have chosen them</li> <li>• Use repeated patterns</li> <li>• Make a simple mosaic.</li> <li>• Stitch, knot and use other manipulative skills.</li> <li>• Join fabrics in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of techniques, e.g. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</li> <li>• Name the tools and materials they have used.</li> <li>• Develop skills in stitching, cutting and joining.</li> <li>• Experiment with a range of media e.g. overlapping, layering etc.</li> <li>• Cut very accurately.</li> <li>• Use mosaic and montage</li> </ul>	<ul style="list-style-type: none"> <li>• Match the tool to the material.</li> <li>• Combine skills more readily.</li> <li>• Choose collage or textiles as a means of extending work already achieved.</li> <li>• Refine and alter ideas and explain choices using an art vocabulary.</li> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> <li>• Create a ceramic mosaic</li> <li>• Combine visual and tactile qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with using batik safely</li> <li>• Combine visual and tactile qualities to express mood and emotion. .</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> <li>• Justify the materials they have chosen.</li> <li>• Combine pattern, tone and shape.</li> </ul>

3D form	<ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> <li>Add texture by using tools</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate clay for a variety of purposes, e.g. thumb pots, simple coil pots and models.</li> <li>Add line and shape to their work</li> <li>Understand the safety and basic care of materials and tools</li> </ul>	<ul style="list-style-type: none"> <li>Join clay adequately and work reasonably independently.</li> <li>Construct a simple clay base for extending and modelling other shapes.</li> <li>Cut and join wood safely and effectively.</li> <li>Make a simple papier mache object.</li> <li>Plan, design and make models.</li> <li>Add onto their work to create texture and shape</li> <li>Work with life size materials</li> <li>Use a wider variety of stitches</li> </ul>	<ul style="list-style-type: none"> <li>Make informed choices about the 3D technique chosen.</li> <li>Show an understanding of shape, space and form.</li> <li>Plan, design, make and adapt models.</li> <li>Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>Use a variety of materials.</li> <li>Experiment with and combine materials and processes to design an make 3D form</li> </ul>	<ul style="list-style-type: none"> <li>Describe the different qualities involved in modelling, sculpture and construction.</li> <li>Use recycled, natural and manmade materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work</li> <li>Experiment with and combine materials and processes to design an make 3D form</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in using clay e.g. slabs, coils, slips, etc.</li> <li>Make a mould and use plaster safely.</li> <li>Create sculpture and constructions with increasing independence.</li> <li>Create work which is open to interpretation by the audience</li> <li>Include both visual and tactile elements in their work</li> </ul>
Use of IT	<ul style="list-style-type: none"> <li>Use a simple painting program to create a picture</li> <li>Use tools like fill and brushes in a painting package</li> </ul>	<ul style="list-style-type: none"> <li>Create a picture using IT</li> <li>Edit their work</li> <li>Take different photographs of themselves displaying different mood</li> <li>Change photographic images on a computer</li> </ul>	<ul style="list-style-type: none"> <li>Use printed images taken on a digital camera and combine them with other media to produce art work</li> <li>Use IT programs to create a piece of work that includes their work and others.</li> <li>Use the web to research an artist or style of art</li> </ul>	<ul style="list-style-type: none"> <li>Present a collection of their work on a slide show</li> <li>Create a piece of art work which includes the integration of digital images they have taken</li> <li>Combine graphics and text based on their research</li> </ul>	<ul style="list-style-type: none"> <li>Create a piece of art work which includes the integration of digital images they have taken</li> <li>Combine graphics and text based on their research</li> <li>Use software to alter photos, adapt the and create work with meaning</li> <li>Create digital images with animation, video and sound to communicate their ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use software packages to create pieces of digital art to design.</li> <li>Create pieces of art work which can be used as part of a wider presentation</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Describe what they can see and like in the work of another artist, craft makers, designer</li> </ul>	<ul style="list-style-type: none"> <li>Can link colours to natural and man- made objects.</li> <li>Say how other artist, craft makers, designer have used colour, pattern and shape</li> <li>Create a piece of work in response to another artist's work.</li> </ul>	<ul style="list-style-type: none"> <li>Compare the work of different artists</li> <li>Explore work from other cultures</li> <li>Explore work from other periods of time</li> <li>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different styles which artists have used</li> <li>Explain art from other periods of history</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with different styles which artists have used</li> <li>Learn about the work of others by looking at a variety of different sources</li> </ul>	<ul style="list-style-type: none"> <li>Make a record about the styles and qualities in their work</li> <li>Say what their work is influenced by</li> <li>Include technical aspects in their work e.g. architectural design</li> </ul>