****

|  |
| --- |
| **Progression of Skills in: Art and Design** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Skills** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Suggested artists** |
| **Drawing** | −  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  | Leonardo Da Vinci, Vincent Van Gogh, Poonac  |
| **Colour** | −  Experimenting with and using primary colours −  Naming −  mixing (not formal) −  Learn the names of different tools that bring colour −  Use a range of tools to make coloured marks on paper  | −  name all the colours −  mixing of colours −  Find collections of colours −  applying colour with a range of tools  | −  Begin to describe colours by objects −  Make as many tones of one colour as possible (using white) −  Darken colours without using black −  using colour on a large scale  | −  colour mixing −  Make colour wheels −  Introduce different types of brushes −  techniques- apply colour using dotting, scratching, splashing  | −  colour mixing and matching; tint, tone, shade −  observe colours −  suitable equipment for the task −  colour to reflect mood  | −  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 −  colour to express feelings  | Pollock, Monet, Chagall, Ben Moseley,Van Gogh |
| **Texture** | −  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  | −  Develops experience in embellishing −  Applies knowledge of different techniques to express feelings −  Work collaboratively on a larger scale  | Linda Caverley, Molly Williams, William Morris, Gustav Klimt  |
| **Form** | −  Handling, feeling, enjoying and manipulating materials −  Constructing −  Building and destroying −  Shape and model  | −  Construct −  Use materials to make known objects for a purpose −  Carve −  Pinch and roll coils and slabs using a modelling media. −  Make simple joins  | −  Awareness of natural and man-made forms −  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  | −  Shape, form, model and construct (malleable and rigid materials) −  Plan and develop −  understanding of different adhesives and methods of construction −  aesthetics  | −  Plan and develop −  Experience surface patterns / textures −  Discuss own work and work of other sculptors −  analyse and interpret natural and manmade forms of construction  | −  plan and develop ideas −  Shape, form, model and join −  observation or imagination −  properties of media −  Discuss and evaluate own work and that of other sculptors  | −  plan and develop ideas −  Shape, form, model and join −  observation or imagination −  properties of media −  Discuss and evaluate own work and that of other sculptors  | Henry Moore, Barbara Hepworth, Andy Goldsworthy,  |
| **Printing** | − Rubbings −  Print with variety of objects −  Print with block colours  | − Awareness and discussion of patterns − repeating patterns −symmetry  | - Print with a growing range of objects −  Identify the different forms printing takes  | −  relief and impressed printing −  recording textures/patterns −  monoprinting −  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  | −  Builds up drawings and images of whole or parts of items using various techniques −  Screen printing −  Explore printing techniques used by various artists  | Picasso, Dan Mather, Andy Warhol  |
| **Pattern** | − repeating patterns − irregular painting patterns − Simple symmetry  |  | − Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning − natural and manmade patterns − Discuss regular and irregular  | − pattern in the environment − design − using ICT − make patterns on a range of surfaces − symmetry  | −Explore environmental and manmade patterns −tessellation  | − Create own abstract pattern to reflect personal experiences and expression − create pattern for purposes  | − Create own abstract pattern to reflect personal experiences and expression − create pattern for purposes  | Joan Miro, Bridget Riley, Escher, Paul Klee  |