**3 Schools Progression of Skills: Art and Design**

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| **ART** | | **EYFS** | | **Year 1** | | | | | **Year 2** | | | | **Year 3** | | | | **Year 4** | | | | **Year 5** | | | | **Year 6** | |
| ***Statutory Framework for the Early Years Foundation Stage***  ***And***  ***National Curriculum objectives*** | | **Expressive Art and Design Early Learning Goal**  Children at the expected level of development will:  • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;  • Share their creations, explaining the process they have used;  • Make use of props and materials when role playing characters in narratives and stories. | | | | | | | | | | **Key Stage One National Curriculum objectives**  Pupils should be taught:  • 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.  • 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. | | | | | | | | **Key Stage Two National Curriculum objectives**  Pupils should be taught:  • 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].  • About great artists, architects and designers in history. | | | | | | |
| ***Exploring and developing ideas*** | | • To make marks (from observation or imagination)  • Self-select materials  • To talk about artists work | | | • Record ideas and thoughts  • Experimentation with materials  • Use work of other artists to copy and begin to develop own ideas  • Explore ideas through practical activities | | | | | | • Record ideas and thoughts  • Develop skills and experiment with techniques  • Develop their own artwork after studying an artist  • Create unique designs  • Draft ideas to complete a final piece | | | | • Use sketchbooks to generate ideas and observations  • Express thoughts and observations with brief notes  • Make records of experiments with various materials  • Control materials to create a desired effect | | | | • Use a sketchbook to plan and refine ideas  • Record ideas for materials and composition  • Develop skill and technique using various media in sketchbooks  • Manipulate composition and materials to achieve a desired effect | | | | • Develop and discuss ideas through sketches  • Enhance knowledge of skill and technique using various media in sketchbooks  • Use the work of other artists to explore their own ideas  • Create ideas for purpose | | | • Record ideas and thoughts  • Experimentation with materials  • Use work of other artists to copy and begin to develop own ideas  • Explore ideas through practical activities |
| ***Evaluating*** | | • Recognise and describe key features of their own and others’ work  • Look and talk about what they have produced, describing simple techniques and media used | | | • Describe what they can see and like about the work of another artist, craft maker, designer  • Ask questions about a piece of work  • Explain what they like about their own work | | | | | | • Describe what they can see and like/dislike about the work of another artist, craft maker, designer  • Discuss how other artists, craft makers and designers have used colour, line pattern, shape  • Explain what they like about their own work and how they could improve it next time | | | | • Compare the work of different artists  • Understand the viewpoints of others and reflect on their own  • Evaluate their own work | | | | • Draw on similarities and differences between their own original artwork and that of other artists  • Evaluate their own work and that of peers | | | | • Articulate thought processes during the design process e.g. what they like/dislike, why specific techniques were chosen  • Evaluate their own work and that of peers | | | • Describe what they can see and like about the work of another artist, craft maker, designer  • Ask questions about a piece of work  • Explain what they like about their own work |
| ***Examples of artists***  ***Suggested Year A*** | | Henri Matisse  Paul Klee  Mark Ruthko  Trowbridge Museum  Andy Goldsworthy | | | | | | Anthony Frost  Claude Monet | | | | | | | | Lascaux  Thomas Gainsborough | | | | | | | | Henri Rousseau  Alberto Giacometti  Henri Moore | | |
| ***Examples of artists***  ***Suggested Year B*** | |  | | | | | Yayoi Kusama | | | | | | | | | Wassily Kandinsky  Andy Goldsworthy | | | | | | | | The Bayeux Tapestry  Paul Nash | | |
| ***Drawing*** | | • Hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control  • Select coloured drawing implements for a purpose  • Uses drawing tools to make marks, lines and curves  • Draw accurate representations of people and objects | | | • Experiment with line – wavy, horizontal, vertical, straight, diagonal  • Use a variety of medium to draw e.g. pencil, pen, colouring pencil, charcoal  • Use line to draw simple 2D shapes and images  • Practice shading neatly e.g. adding colour to drawings  • Draw for pleasure using their imagination and observations | | | | | | • Begin to use a range of pencil grades – HB, B, 2B, 4B  • Begin to create a range of tones using a range of pencil grades  • Use pattern and texture – hatching, scumbling, stippling, back and forth  • Begin to control pressure to add tone to drawings  • Use simple lines and shapes to create form | | | | • Use a variety of pencil grades to draw – 2H, HB, B, 2B, 4B, 6B  • Use line to add texture and pattern with increasing accuracy - hatching, cross hatching, scumbling, stippling, back and forth, contour, smudging  • Create a range of tones and use it for purpose – light, mid and dark tones  • Shading tones have few gaps and are neat to the edges  • Draw from imagination, observations, photos | | | | • Use a range of textures in drawings for a purpose  • Use line and tone to create shape, form, light and shade using a wider range of medium - hatching, cross-hatching, scumbling, stippling, back and forth, contour, random hatching, smudging  • Become aware of proportion and scale when drawing  • Identify 2D and 3D shapes within an object when drawing from observation | | | | • Draw with increased awareness of the 2D and 3D shapes that create forms and objects  • Increase in neatness and detail in drawings  •Blend tones from light to dark smoothly  • Create depth using a range of line, tone and shade  •Draw using 1 point perspective | | | • Use shadows to create mood and depth  • To accurately apply knowledge of tone and line to 3d objects/shapes  • Drawings communicate expression and emotion  • Draw from a range of perspectives – 1 point and 2 point |
| ***Vocab*** | | | Thin Thick Light Dark Strong Soft Hard | | | Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature | | | | | Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life | | | | Frame Position Boundary Label Line Symbol Practical Impractical Change Improve | | | | Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality | | | | Viewpoint Distance Direction Angle Perspective Modify Bird’s eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality | | | Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint |
| ***Painting*** | | • To recognise and name different colours  • Understand that when colours are mixed, new colours are created  • To select and create different colours  • Use a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects  • Explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper) | | | • Name the primary and secondary colours  • Mix primary colours to create secondary colours  • Mix secondary and primary colours to make some tertiary colours  • Select the appropriate brush size to paint with  • Apply colour with a purpose | | | | | | • Mix paint to create secondary colours and tertiary colours  • Create tints by adding white, tones by adding grey and shades by adding black  • Being to develop accuracy of painting within a space  • Use a paintbrush to add detail | | | | • Predict with accuracy the colour they will mix  • Know where primary, secondary and tertiary colours fit on the colour wheel  • Use a range of brushes to create different effects  • Use a paintbrush with increasing accuracy to add detail | | | | • Accurately create all the colours they need  • Explore using colour to represent emotions and mood  • Use shades and tints to create mood and feelings | | | | • Use knowledge of colour to create a range of effects – analogous colours, complementary colours  • Select and use colour to portray emotions  • With precision, add detail using paint | | | • Begin to understand their own style and articulate it to others  • Use a wide range of skills and techniques in paintings  • Use knowledge of colour theory for effect  • Use a range of brush techniques to add detail and create texture |
| ***Vocab*** | | | Light Dark Bright, Dull Colourful | | | Blend Bright Primary Secondary Warm Vibrant Deep | | | | | Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash | | | | Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground | | | | Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon | | | | Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense | | | Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading |
| ***Collage*** | | • Show experience in fabric collage: layering fabric  • Explore patterns in art, everyday environment and nature. | | | • Manipulate the size and texture of materials e.g. cutting, tearing, scrunching, rolling, twisting | | | | | | • Use a range of techniques to manipulate materials  • Select appropriate materials for a purpose | | | | • Overlap materials to create effect  • Design a simple collage  • Create a simple collage using design | | | | • Use collage as a means of collecting ideas and information  • Combine visual and tactile qualities  • Being to draw/paint on top of collage to add depth and interest | | | | • Combine visual and tactile qualities to express mood and emotion  • Add collage to a painted, printed or drawn background | | | • Combine pattern, tone and shape  • Select and use materials for a purpose |
| ***Vocab*** | | Cutting Shapes Sticking Texture | | | Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy | | | | | | Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy | | | | Cutting Shapes Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven | | | | Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven | | | | Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background | | | Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background |
| ***Printing*** | | • To print with a variety of objects  • Print with block colours  • Tracing and rubbings over different objects and materials | | | • Create prints using texture rubbings e.g. pavement, leaves, coins  • Print with a range of objects e.g. sponge, card, bubble wrap, found objects  • Create a repeated pattern e.g. potato printing | | | | | | • Create a print by pressing, rolling, rubbing and stamping  • Create a block print and use it to create an image | | | | • Begin to move away from simple block designs  • Select different print surfaces to create varying effects | | | | • Create an accurate print design with fine detail  • Print onto a range of materials | | | | • Print using a range of colours  • Create an accurate print design  • Print onto a range of materials to create a range of effects | | | * Create a print with texture * Select a printing style for purpose * Create an accurate design showing fine detail |
| ***Vocab*** | | Print Repeat Patterns Shapes | | | Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth | | | | | | Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print | | | | Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image | | | | Pounce Linear Register Block Manipulate Repeat Continuous Cylinder | | | | Monotype Relief Printing plate Inking up Intaglio Water-based Oil-based Overlap Etching Engraving Indentation Pressure Calligraphy | | | Aesthetic Pattern Motif Victorian Islamic Rotation Reflection Symmetrical Repetition |
| ***3D form (sculpture)*** | | • Explore malleable media such as clay, papier mache, salt dough, playdoh and sand  • Impress and apply simple decoration  • Cut shapes using scissors and other modelling tools  • Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately  • Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials  • Consider their final outcome before making | | | • Add texture using a range of tools  • Manipulate materials with purpose  • Cut, roll and coil mouldable materials e.g. plasticise, salt dough, clay  • Select an appropriate way to join materials | | | | | | • Manipulate materials with a purpose e.g. roll, squeeze, pinch, flatten  • Know how to join modelling materials together e.g. slip, press  • Understand how to use materials and tool safely | | | | • Add onto work to create texture and shape  • Use a range of tools and techniques to create texture and shape  • Work with a range of different sized materials | | | | • Experiment with and combine materials/processes to create a 3D form  • Use tools to carve, add shape, texture and pattern  • Join mouldable materials and add onto to create detail | | | | • Experiment with and combine materials/processes to create a 3D form  • Sculpt materials to represent a sketched design  • Use tools to carve, add shape, texture and pattern | | | • Create models on a range of scales  • Combine a range of joining techniques to create a 3D form  • Use a range of tool techniques to add texture  • Sculpt materials to represent a sketched design |
| ***Vocab*** | Sculpture Fold Bend Clay | | | Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture | | | | | | Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture | | | | Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional | | | | Form Shape Texture Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective | | | | Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief | | | | Line Shape Pose Position Gesture Repetition Sequence Dynamic Flowing Motion Rhythm Proportion Balance |
| ***Textiles*** | | • Show experience in simple weaving: paper, twigs. | | | • Show pattern by weaving;  • Use a dyeing technique to alter a textile’s colour and pattern;  • Decorate textiles with glue or stitching, to add colour and detail; | | | | | | • Show pattern by weaving;  • Use a dyeing technique to alter a textile’s colour and pattern;  • Decorate textiles with glue or stitching, to add colour and detail; | | | | • Select appropriate materials, giving reasons;• Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;• Develop skills in stitching, cutting and joining | | | | • Select appropriate materials, giving reasons;  • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects;  • Develop skills in stitching, cutting and joining | | | | • Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  • Add decoration to create effect; | | | • Experiment with a range of media by overlapping and layering in order to create texture, effect and colour;  • Add decoration to create effect; |
| ***Vocab*** | | Cutting Weave | | | Fabric Colour Pattern Shape Texture Sew Weave Mixed media Collage Appliqué Layers Combine Opinion Fur Silk Tweed Satin Net | | | | | | Fabric Colour Pattern Shape Texture Sew Hessian Scraps Wool Yarn Mixed media Weave Collage Appliqué Layers Combine Opinion Thread Net Fur Tweed Silk Satin | | | | Natural Synthetic Vat Bunching Threading Stitching Embroidery Cross stitch Running stitch Stem stitch Matting Shrunken Tease Wool tops Carding | | | | Daub Stamp Emblem Motif Ornamentation Geometric Stylised Abstract | | | | Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic Birds eye view | | | Manipulation Smocking Ruching Batik Embellish Accentuate Enhance Detract Practicality Aesthetic |
| **Year 7** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **National Curriculum Key Stage 3**  Pupils should be taught:   * to use a range of techniques to record their observations in sketchbooks, journals and other media as a basis for exploring their ideas * to use a range of techniques and media, including painting * to increase their proficiency in the handling of different materials * to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work * about the history of art, craft, design and architecture, including periods, styles and major movements from ancient times up to the present day. | | | | | | | | | | | | | | | | | | | | | | | | | | |