**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
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| ***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.
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