

St John the Evangelist Art and Design Progression in Skills

|   | EYFS   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   | Focus artists  |
|---|--|--|--|--|--|--|--|--|
| <b>Drawing</b><br>(pencil, charcoal, inks, chalk, pastels, ICT software)      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to use a variety of drawing tools</li> <li><input type="checkbox"/> Use drawings to tell a story Investigate different lines</li> <li><input type="checkbox"/> Explore different textures Encourage accurate drawings of people</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Extend the variety of drawings tools</li> <li><input type="checkbox"/> Explore different textures</li> <li><input type="checkbox"/> Observe and draw landscapes</li> <li><input type="checkbox"/> Observe patterns</li> <li><input type="checkbox"/> observe anatomy (faces, limbs)</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> experiment with tools and surfaces</li> <li><input type="checkbox"/> draw a way of recording experiences and feelings</li> <li><input type="checkbox"/> discuss use of shadows, use of light and dark</li> <li><input type="checkbox"/> Sketch to make quick records</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiment with the potential of various pencils</li> <li><input type="checkbox"/> close observation</li> <li><input type="checkbox"/> Draw both the positive and negative shapes</li> <li><input type="checkbox"/> initial sketches as a preparation for painting</li> <li><input type="checkbox"/> accurate drawings of people - particularly faces</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and draw the effect of light</li> <li><input type="checkbox"/> scale and proportion</li> <li><input type="checkbox"/> accurate drawings of whole people including proportion and placement</li> <li><input type="checkbox"/> Work on a variety of scales</li> <li><input type="checkbox"/> computer generated drawings</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> effect of light on objects and people from different directions</li> <li><input type="checkbox"/> interpret the texture of a surface</li> <li><input type="checkbox"/> produce increasingly accurate drawings of people</li> <li><input type="checkbox"/> concept of perspective</li> </ul>                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> effect of light on objects and people from different directions</li> <li><input type="checkbox"/> interpret the texture of a surface</li> <li><input type="checkbox"/> produce increasingly accurate drawings of people</li> <li><input type="checkbox"/> concept of perspective</li> </ul>                    | Leonardo Da Vinci, Vincent Van Gogh, Poonac                  |
| <b>Colour</b><br>(painting, ink, dye, textiles, pencils, crayon, pastels)     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Experimenting with and using primary colours</li> <li><input type="checkbox"/> Naming</li> <li><input type="checkbox"/> mixing (not formal)</li> <li><input type="checkbox"/> Learn the names of different tools that bring colour</li> <li><input type="checkbox"/> Use a range of tools to make coloured marks on paper</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> name all the colours</li> <li><input type="checkbox"/> mixing of colours</li> <li><input type="checkbox"/> Find collections of colour</li> <li><input type="checkbox"/> applying colour with a range of tools</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to describe colours by objects</li> <li><input type="checkbox"/> Make as many tones of one colour as possible (using white)</li> <li><input type="checkbox"/> Darken colours without using black</li> <li><input type="checkbox"/> using colour on a large scale</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> colour mixing</li> <li><input type="checkbox"/> Make colour wheels</li> <li><input type="checkbox"/> Introduce different types of brushes</li> <li><input type="checkbox"/> techniques- apply colour using dotting, scratching, splashing</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> - colour mixing and matching; tint, tone, shade</li> <li><input type="checkbox"/> - observe colours</li> <li><input type="checkbox"/> - suitable equipment for the task</li> <li><input type="checkbox"/> - colour to reflect mood</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> hue, tint, tone, shades and mood</li> <li><input type="checkbox"/> explore the use of texture in colour</li> <li><input type="checkbox"/> colour for purposes</li> <li><input type="checkbox"/></li> <li><input type="checkbox"/></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> hue, tint, tone, shades and mood</li> <li><input type="checkbox"/> explore the use of texture in colour</li> <li><input type="checkbox"/> colour for purposes</li> <li><input type="checkbox"/> colour to express feelings</li> </ul>  | Pollock, Monet, Chagall, Ben Moseley, Van Gogh,              |
| <b>Texture</b><br>(textiles, clay, sand, plaster, stone)                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Handling, manipulating and enjoying using materials</li> <li><input type="checkbox"/> Sensory experience</li> <li><input type="checkbox"/> Simple collages</li> <li><input type="checkbox"/> simple weaving</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> weaving</li> <li><input type="checkbox"/> collage</li> <li><input type="checkbox"/> Sort according to specific qualities</li> <li><input type="checkbox"/> how textiles create things</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> overlapping and overlaying to create effects</li> <li><input type="checkbox"/> Use large eyed needles - running stitches</li> <li><input type="checkbox"/> Simple appliqué work</li> <li><input type="checkbox"/> Start to explore other simple stitches</li> <li><input type="checkbox"/> collage</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use smaller eyed needles and finer threads</li> <li><input type="checkbox"/> weaving</li> <li><input type="checkbox"/> Tie dying, batik</li> <li><input type="checkbox"/></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a wider variety of stitches</li> <li><input type="checkbox"/> observation and design of textural art</li> <li><input type="checkbox"/> experimenting with creating mood, feeling, movement-</li> <li><input type="checkbox"/> compare different fabrics</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> use stories, music, poems as stimuli</li> <li><input type="checkbox"/> Select and use materials</li> <li><input type="checkbox"/> embellish work</li> <li><input type="checkbox"/> fabric making</li> <li><input type="checkbox"/> artists using textiles</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Develops experience in embellishing</li> <li><input type="checkbox"/> Applies knowledge of different techniques to express feelings</li> <li><input type="checkbox"/> Work collaboratively on a larger scale</li> </ul>  | Linda Caverley, Molly Williams, William Morris, Gustav Klimt |
| <b>Form</b><br>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc ) | <ul style="list-style-type: none"> <li><input type="checkbox"/> Handling, feeling, enjoying and manipulating materials</li> <li><input type="checkbox"/> Constructing</li> <li><input type="checkbox"/> Building and destroying</li> <li><input type="checkbox"/> Shape and model</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Construct</li> <li><input type="checkbox"/> Use materials to make known objects for a purpose</li> <li><input type="checkbox"/> Carve</li> <li><input type="checkbox"/> Pinch and roll coils and slabs using a modelling media.</li> <li><input type="checkbox"/> Make simple joins</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Awareness of natural and man-made forms</li> <li><input type="checkbox"/> Expression of personal experiences and ideas</li> <li><input type="checkbox"/> to shape and form from direct observation (malleable and rigid materials)</li> <li><input type="checkbox"/> decorative techniques</li> <li><input type="checkbox"/> Replicate patterns and textures in a 3-D form</li> <li><input type="checkbox"/> work and that of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Shape, form, model and construct ( malleable and rigid materials)</li> <li><input type="checkbox"/> Plan and develop understanding of different adhesives and methods of construction</li> <li><input type="checkbox"/> aesthetics</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and develop</li> <li><input type="checkbox"/> Experience surface patterns / textures</li> <li><input type="checkbox"/> Discuss own work and work of other sculptors</li> <li><input type="checkbox"/> analyse and interpret natural and manmade forms of construction</li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> plan and develop ideas</li> <li><input type="checkbox"/> Shape, form, model and join</li> <li><input type="checkbox"/> observation or imagination</li> <li><input type="checkbox"/> properties of media</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of other sculptors</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> plan and develop ideas</li> <li><input type="checkbox"/> Shape, form, model and join</li> <li><input type="checkbox"/> observation or imagination</li> <li><input type="checkbox"/> properties of media</li> <li><input type="checkbox"/> Discuss and evaluate own work and that of other sculptors</li> </ul> | Henry Moore, Barbara Hepworth, Andy Goldsworthy,             |

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| <b>Printing</b><br>(found materials, fruit/veg, wood blocks, press print, lino, string) | <input type="checkbox"/> Rubbings<br><input type="checkbox"/> Print with variety of objects<br><input type="checkbox"/> Print with block colours | <input type="checkbox"/> Create patterns<br><input type="checkbox"/> Develop impressed images<br><input type="checkbox"/> Relief printing         | <input type="checkbox"/> Print with a growing range of objects<br><input type="checkbox"/> Identify the different forms printing takes   | <input type="checkbox"/> relief and impressed printing<br><input type="checkbox"/> recording textures/patterns<br><input type="checkbox"/> mono printing<br><input type="checkbox"/> colour mixing through overlapping colour prints | <input type="checkbox"/> Use sketchbook for recording textures/patterns<br><input type="checkbox"/> Interpret environmental and manmade patterns<br><input type="checkbox"/> modify and adapt print | <input type="checkbox"/> combining prints<br><input type="checkbox"/> design prints<br><input type="checkbox"/> make connections<br><input type="checkbox"/> discuss and evaluate own work and that of others | <input type="checkbox"/> Builds up drawings and images of whole or parts of items using various techniques<br><input type="checkbox"/> Screen printing<br><input type="checkbox"/> Explore printing techniques used by various artists | Picasso, Dan Mather, Andy Warhol             |
| <b>Pattern</b><br>( paint, pencil, textiles, clay, printing)                            | <input type="checkbox"/> repeating patterns<br><input type="checkbox"/> irregular painting patterns<br><input type="checkbox"/> Simple symmetry  | <input type="checkbox"/> Awareness and discussion of patterns<br><input type="checkbox"/> repeating patterns<br><input type="checkbox"/> symmetry | <input type="checkbox"/> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning<br><input type="checkbox"/> natural and manmade patterns<br><input type="checkbox"/> Discuss regular and irregular | <input type="checkbox"/> pattern in the environment<br><input type="checkbox"/> design<br><input type="checkbox"/> using ICT<br><input type="checkbox"/> make patterns on a range of surfaces<br><input type="checkbox"/> symmetry   | <input type="checkbox"/> Explore environmental and manmade patterns<br><input type="checkbox"/> tessellation  | <input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression<br><input type="checkbox"/> create pattern for purposes   | <input type="checkbox"/> Create own abstract pattern to reflect personal experiences and expression<br><input type="checkbox"/> create pattern for purposes  | Joan Miro, Bridget Riley, Escher, Paul Klee, |