

Tanworth Art, Craft and Design Progression of Skills

	N	R	Y1	Y2	Y3	Y4	Y5	Y6	
	<p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> ▪ 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 		<p>Key Stage 1 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ 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, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		<p>Key Stage 2 By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ To create sketchbooks 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 				
Drawing	<p>A Nursery artist will:</p> <ul style="list-style-type: none"> ▪ Begin to use a variety of tools to draw, e.g. fingers in shaving foam, wax crayons. ▪ Begin to make a variety of marks (straight/curved lines, dots, circles, crosses, squares, patterns) with control. ▪ Draw on vertical and horizontal surfaces. ▪ Make repeated marks. ▪ Give meaning to drawings. 	<p>A Reception artist will:</p> <ul style="list-style-type: none"> ▪ Use a variety of drawing tools, media and techniques. ▪ Make a variety of marks, including diagonal lines, xs and triangles. ▪ Draw on different surfaces. ▪ Use drawings to tell a story. ▪ Begin to draw from a range of sources: from memory, from their imagination and from observing things around them. 	<p>A Year 1 artist will:</p> <ul style="list-style-type: none"> ▪ Extend the variety of drawing tools/media and begin to control the types of marks made. ▪ Investigate different lines, e.g. line thickness and using lines to create patterns. ▪ Explore different textures by describing, naming, rubbing and copying. ▪ Draw on a wider range of surfaces. ▪ Draw from their imagination and explore drawing from observation. 	<p>A Year 2 artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with drawing tools/media and different surfaces, controlling the marks made. ▪ Investigate tone by drawing light/dark lines and light/dark shapes. ▪ Investigate textures and produce an expanding range of patterns. ▪ Draw experiences and feelings. ▪ Sketch to make quick records. 	<p>A Year 3 artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil. ▪ Develop use of charcoal/pastels. ▪ Experiment with mark making using alternative tools to draw different shapes and forms. ▪ Discuss adding shadows, light and dark, to create form. ▪ Use pattern to create texture. ▪ Draw from close observation and imagination. ▪ Begin to draw with accuracy. ▪ Create initial sketches for painting. 	<p>A Year 4 artist will:</p> <ul style="list-style-type: none"> ▪ Use different grades of pencil to vary tone. ▪ Identify and draw the effect of light. ▪ Develop techniques to create intricate patterns using a range of media. ▪ Investigate scale and proportion. ▪ Work on a variety of scales. ▪ Create accurate observational drawings. ▪ Draw for a sustained period of time. ▪ Plan and collect source material. ▪ Produce computer generated drawings. 	<p>A Year 5 artist will:</p> <ul style="list-style-type: none"> ▪ Develop key elements of their work: line, tone, pattern, texture. ▪ Use different techniques for different purposes e.g. different styles of shading. ▪ Draw from different viewpoints and begin to consider perspective using horizon lines. ▪ Work in a sustained and independent way to create an accurate, detailed drawing. ▪ Work from a variety of sources, including observation, photographs and digital images. 	<p>A Year 6 artist will:</p> <ul style="list-style-type: none"> ▪ Demonstrate their own style of drawing though the development of line, tone, pattern, texture. ▪ Select different techniques for an intended purpose/effect. ▪ Consider the effect of light on objects and people from different directions. ▪ Consider composition of drawings as well as scale and proportion. ▪ Develop drawing with perspective and single focal points. ▪ Draw for a sustained period of time over a number of sessions to accurate, detailed drawings. ▪ Work from a variety of sources, including observation, photographs and digital images, including those sourced by themselves. 	

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Painting	<p>A Nursery artist will:</p> <ul style="list-style-type: none"> ▪ Begin to experience and experiment with different types of paint, e.g. paint sticks, premade poster, powder, and painting tools, e.g. long-handled, thick brushes and large sponges and rollers. ▪ Paint on different types of surfaces, e.g. wet/dry/transparent/translucent. ▪ Begin to experiment with mixing colours. 	<p>A Reception artist will:</p> <ul style="list-style-type: none"> ▪ Experience and experiment with different types of paint e.g. poster, powder, watercolour and painting tools e.g. thin brushes, sticks, small sponges and rollers. ▪ Paint on a variety of papers, card and fabric. ▪ Experiment with primary colours to make a specific hue and use black and white to change the tone of the paint. ▪ Create textured paint by adding sand, mud, PVA, etc. ▪ Use paint to create meaningful pictures. 	<p>A Year 1 artist will:</p> <ul style="list-style-type: none"> ▪ Explore and experiment with a range of paint, brush sizes and tools. ▪ Explore and experiment with the primary colours. ▪ Mix primary colours to create secondary colours. ▪ Discuss and use warm and cold colours. ▪ Begin to mix and match colours to artefacts, objects and images. ▪ Paint on a wider range of surfaces. 	<p>A Year 2 artist will:</p> <ul style="list-style-type: none"> ▪ Begin to use a range of paint and discuss their properties, saying why some are more suited to particular painting styles. ▪ Begin to control the types of marks made with a range of techniques, e.g. layering, mixing media, scraping through, etc. ▪ Mix a range of secondary and tertiary colours. ▪ Mix and match colours to artefacts, objects and images. ▪ Begin to paint on a range of scales and use tools appropriately, e.g. a small brush for small marks and adding detail. 	<p>A Year 3 artist will:</p> <ul style="list-style-type: none"> ▪ Explore a wider variety of media, as well as paint, to create colour, e.g. crayon, coloured pencil, textiles, ink, pastels. ▪ Demonstrate increasing control of the types of marks made with a range of techniques, e.g. layering, mixing media, scraping through, etc. ▪ Create tints/shades of one colour by adding white/black. ▪ Experiment darkening/lightening colours without using black/white. ▪ Mix/create colour for use on a large scale, e.g. a wash. ▪ Paint on a range of scales and use tools appropriately, e.g. a small brush for small marks and adding detail. 	<p>A Year 4 artist will:</p> <ul style="list-style-type: none"> ▪ Begin to independently choose the right paint based on its properties and/or equipment to work with. ▪ Confidently control the types of marks and begin to experiment with different effects/textures, including blocking colour, washes, thickened paint. ▪ Create tints, tones and shades using white, grey and black. ▪ Use light and dark within a painting. ▪ Begin to explore harmonious/contrasting colours. ▪ Begin to create different moods. 	<p>A Year 5 artist will:</p> <ul style="list-style-type: none"> ▪ Independently choose the right paint based on its properties and/or equipment to work with. ▪ Confidently control the types of marks and experiment with different effects/textures. ▪ Mix hues, tints, tones and shades with confidence. ▪ Begin to use their understanding of colour theory to express ideas, feelings and mood, and create atmosphere and light effects. ▪ Explore different brushstrokes and when they might be used. 	<p>A Year 6 artist will:</p> <ul style="list-style-type: none"> ▪ Work in a sustained and independent way to develop their own style of painting. ▪ Purposefully control the types of marks/brushstrokes used to create desired effects/textures. ▪ Use their understanding of colour theory and brushstroke technique to express ideas, feelings and mood, and create atmosphere and light effects. ▪ Show an awareness of the composition of paintings.
Printing	<p>A Nursery artist will:</p> <ul style="list-style-type: none"> ▪ Print with parts of their bodies and a variety of large objects, onto different surfaces using premade paints and printing pads. 	<p>A Reception artist will:</p> <ul style="list-style-type: none"> ▪ Print with a variety of smaller objects onto different surfaces. ▪ Take rubbings of natural textured surfaces. ▪ Use a stencil. ▪ Explore and experiment with marbling. ▪ Begin to print patterns and meaningful pictures. 	<p>A Year 1 artist will:</p> <ul style="list-style-type: none"> ▪ Print pictures with a range of hard and soft materials e.g. reels, sponges. ▪ Take rubbings from natural and man-made textured surfaces: e.g. tree bark, coins. ▪ Begin to explore relief/impressed printing using Styrofoam and experiment with techniques to get a clean printed image. ▪ Begin to identify different forms of printing, e.g. books, 	<p>A Year 2 artist will:</p> <ul style="list-style-type: none"> ▪ Explore repeated printing using a range of simple methods. ▪ Explore relief printing using string and card and experiment with techniques to get a clean printed image. ▪ Develop an impressed image. ▪ Identify a wider range of printed forms in everyday life and consider how the processes have changed over time. 	<p>A Year 3 artist will:</p> <ul style="list-style-type: none"> ▪ Print simple pictures using different printing techniques and combining prints. ▪ Design and create a repeated relief print considering background paper. ▪ Understand the difference between repeat printing and mono printing. 	<p>A Year 4 artist will:</p> <ul style="list-style-type: none"> ▪ Design and create a collagraph print using a range of materials. ▪ Explore the process of mono printing. ▪ Demonstrate an awareness of printing with multiple colours. ▪ Demonstrate an awareness of printing onto fabric and consider the difference to printing onto paper. 	<p>A Year 5 artist will:</p> <ul style="list-style-type: none"> ▪ Explore a range of printing techniques. ▪ Gain experience in overlaying colours. ▪ Start to overlay prints with other media. ▪ Continue to experience combining prints to produce an end piece. 	<p>A Year 6 artist will:</p> <ul style="list-style-type: none"> ▪ Explore simple screen printing. ▪ Make a positive and negative print. ▪ Combine different printing techniques within the same piece of artwork. ▪ Use print as a starting point to embroidery.

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Sculpture, including architecture	<p>A Nursery artist will:</p> <ul style="list-style-type: none"> ▪ Explore different malleable materials, e.g. dough, plasticine and clay. ▪ Build using large scale materials, e.g. boxes, crates, planks and tyres, and smaller scale wooden blocks. 	<p>A Reception artist will:</p> <ul style="list-style-type: none"> ▪ Handle and manipulate different malleable materials e.g. dough, plasticine, clay. ▪ Build and sculpt with recyclable resources. ▪ Build and sculpt using natural materials. ▪ Begin to explore cutting and joining in different ways. ▪ Begin to explore adding texture and details using modelling tools. ▪ Add simple embellishments. ▪ Begin to discuss different types of buildings. 	<p>A Year 1 artist will:</p> <ul style="list-style-type: none"> ▪ Experiment with handling and manipulating a range of materials, e.g. clay, plasticine, papier-mâché, Modroc. ▪ Build using a range of recyclable, man-made and natural resources. ▪ Cut shapes using scissors and other modelling tools in a safe way. ▪ Create different textures in materials. ▪ Imprint and apply simple decoration. ▪ Discuss the different types of buildings in their locality. 	<p>A Year 2 artist will:</p> <ul style="list-style-type: none"> ▪ Use materials and tools with increasing confidence. ▪ Show an awareness that natural and human made materials can be used to create sculpture/buildings. ▪ Create models from imagination and direct observation. ▪ Join materials together and apply decorative techniques. ▪ Replicate patterns and textures in a 3D form. 	<p>A Year 3 artist will:</p> <ul style="list-style-type: none"> ▪ Construct from different materials. ▪ Understand the different adhesives and joining methods used in construction. ▪ Transform a 2D drawing into a 3D form. ▪ Produce more intricate surface patterns/textures in clay using a range of processes. ▪ Begin to explore modelling over an armature. 	<p>A Year 4 artist will:</p> <ul style="list-style-type: none"> ▪ Work in a safe, organised way when sculpting, modelling and constructing, and care for equipment. ▪ Secure work to continue at a later date. ▪ Make slip to join and secure pieces of clay together. ▪ Model over an armature. ▪ Demonstrate awareness in environmental sculpture and the effect of time on sculpture. ▪ Consider aesthetics in architectural design. 	<p>A Year 5 artist will:</p> <ul style="list-style-type: none"> ▪ Explore combining pinching, slabbing and coiling to produce pieces. ▪ Develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish). ▪ Select the appropriate media for sculpting/constructing depending on the intended purpose. ▪ Work on different scales. ▪ Plan a sculpture firstly through drawing. ▪ Begin to make a scaled model/maquette. 	<p>A Year 6 artist will:</p> <ul style="list-style-type: none"> ▪ Use a combination of pinching, slabbing and coiling. ▪ Use their understanding of different ways of finishing work. ▪ Work around armatures confidently. ▪ Make a scaled model/maquette. ▪ Recognise sculptural forms in the environment, e.g. furniture/buildings and use these as inspiration for their own work.
Collage	<p>A Nursery artist will:</p> <ul style="list-style-type: none"> ▪ Tear and cut papers/card to create a collage. ▪ Begin to join using glue sticks and PVA. ▪ Begin to add some embellishments, e.g. glitter. 	<p>A Reception artist will:</p> <ul style="list-style-type: none"> ▪ Begin to scrunch, twist, fold and roll a variety of materials to create different textures. ▪ Cut and join in different ways, e.g. glue, tape. ▪ Add a wider range of embellishments, e.g. natural/man-made objects. 	<p>A Year 1 artist will:</p> <ul style="list-style-type: none"> ▪ Begin to use scissors and tearing to create a range of shapes for collaging. ▪ Explore different methods of fixing one material to another. ▪ Create a meaningful image from a variety of cut or torn media. ▪ Experiment with collaging on different backgrounds. 	<p>A Year 2 artist will:</p> <ul style="list-style-type: none"> ▪ Develops a range of cutting, tearing and fixing techniques for collaging a specific picture. ▪ Fold, crumple, tear and overlap papers to create an image from their imagination or direct observation. ▪ Use their experience of adhesives to decide on the most effective for a given task. 	<p>A Year 3 artist will:</p> <ul style="list-style-type: none"> ▪ Understand the properties of different glue and how these can be used to fix materials together. ▪ Use collage as a means of collecting ideas and information to build a visual moodboard. ▪ Collect and select textured papers to form a collaged image. ▪ Begin to experiment with a range of collage techniques, such as overlapping and layering. 	<p>A Year 4 artist will:</p> <ul style="list-style-type: none"> ▪ Develop experience in embellishing, using more advanced joining techniques. ▪ Experiment with a range of collage techniques such as tearing, overlapping, layering, coiling, etc to create collaged images. 	<p>A Year 5 artist will:</p> <ul style="list-style-type: none"> ▪ Create montages using photographs from a range of sources. ▪ Add collage to a painted, printed or drawn background to enhance work and create a mixed media piece. ▪ Combine pattern, tone, shape and texture to create an intended image/effect. 	<p>A Year 6 artist will:</p> <ul style="list-style-type: none"> ▪ Use their knowledge and experience of collage techniques as a means of extending work from initial ideas and as a planning tool. ▪ Independently select a range of media to produce a collaged image. ▪ Create mixed media pieces combining pattern, tone, shape, colour and texture.

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Digital Art (Computing crossover) UNDER REVIEW	A Nursery artist will: <ul style="list-style-type: none"> ▪ Begin to explore a digital graphics program. ▪ Use an iPad camera to capture a still with support. 	A Reception artist will: <ul style="list-style-type: none"> ▪ Explore a digital graphics program. ▪ Use an iPad camera to capture a still. 	A Year 1 artist will: <ul style="list-style-type: none"> ▪ Begin to explore digital media to create an image ▪ Record information using digital cameras ▪ Explore digital tools (e.g. brushes, shape and fill tools, eraser) 	A Year 2 artist will: <ul style="list-style-type: none"> ▪ Use a graphics package or app to explore digital image creation ▪ Have the opportunity to manipulate an image using various digital tools ▪ Use a digital camera to take a specific image portrait/landscape 	A Year 3 artist will: <ul style="list-style-type: none"> ▪ Use a graphics package or app to create images using different tools and effects with increased precision ▪ To have experience of using a green screen to create a digital image ▪ Extending knowledge of photography 	A Year 4 artist will: <ul style="list-style-type: none"> ▪ Experiment with colours and textures by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose ▪ Begin to use digital media to record and evaluate a creative learning journey 	A Year 5 artist will: <ul style="list-style-type: none"> ▪ Confidently use a graphics package or app to create and manipulate images using a wider range of digital tools ▪ Understand that a digital image can be made up of different layers ▪ Create layered images from original ideas 	A Year 6 artist will: <ul style="list-style-type: none"> ▪ Use digital media as a means of extending work from initial ideas ▪ Use digital media in order to self-evaluate the creative learning journey ▪ Present personal ideas and choices using a range of digital media
Textiles (D&T crossover) UNDER REVIEW	A Nursery artist will: <ul style="list-style-type: none"> ▪ Decorate a piece of fabric with support. ▪ Begin to use different fabric in role play and expressive dance. 	A Reception artist will: <ul style="list-style-type: none"> ▪ Decorate a piece of fabric. ▪ Demonstrate simple stitch. ▪ Show experience of weaving using ribbon, yarn, laces, paper. ▪ Use different fabric in role play and expressive dance. 	A Year 1 artist will: <ul style="list-style-type: none"> ▪ Begin to identify different forms of textiles, discussing textures ▪ Show experience in simple stitch work ▪ Explain how to thread a needle ▪ Experience different approaches to simple weaving (paper, twigs) ▪ Match and sort fabrics (colour, texture, length, size, shape) 	A Year 2 artist will: <ul style="list-style-type: none"> ▪ Identify and discuss different forms of textiles and their uses ▪ Show an awareness and name a range of different fabric ▪ Gain confidence stitching two pieces of fabric together. Explain how to thread a needle and have a go 	A Year 3 artist will: <ul style="list-style-type: none"> ▪ Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects ▪ Begin to apply decorations using beads, buttons etc ▪ Show experience in changing and modifying threads and fabrics – knotting, fraying, fringing, twisting 	A Year 4 artist will: <ul style="list-style-type: none"> ▪ Become confident with a range of stitches to stitch a range of fabrics together ▪ Record textile explorations and experimentation as well as trying out ideas ▪ Change and modify threads and fabrics, use language appropriate to skill and technique 	A Year 5 artist will: <ul style="list-style-type: none"> ▪ Show experience in painting, printing and dyeing fabric ▪ Demonstrate experience in combining techniques to produce an end piece – embroidery over tie dye ▪ Show an awareness of skills involved in techniques such as knitting, crochet, lace making 	A Year 6 artist will: <ul style="list-style-type: none"> ▪ Experiment in a range of techniques, exploring ideas in sketchbooks ▪ Use a number of different stitches creatively to produce different patterns and textures ▪ Design and create a textile piece, independently using a range of techniques ▪ Weave using paintings and photographs as a stimulus