

ST PETER'S C OF E PRIMARY SCHOOL

Art & Design Skills Progression



Development Matters Reception and Good Level of Development	National Curriculum Key Stage 1	National Curriculum Key Stage 2
<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • explore, use and refine a variety of artistic effects to express their ideas and feelings • return to and build on their previous learning, refining ideas and developing their ability to represent them • create collaboratively, sharing ideas, resources and skills <p>Good Level of Development (GLD) at the end of Reception:</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 creation, explaining the process they have use. 	<p>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, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>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.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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.

DRAWING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Use a range of media to make marks.	Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks.	Can use drawing tools with increased control to investigate marks and represent observations, memories with purpose and intention.	Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil.	Begin to show in their drawings that objects have a third dimension.	Work from a range of sources including observation and photographs.	Work from a range of sources including observation and photographs.
Use and begin to control and range of media.	Name, match and draw lines and marks from observation.	Can draw carefully in line from observation, recording shape and positioning all marks and features with some care.	Experiment with ways in which surface detail can be added to drawings.	Can use different grades of pencils and other drawing implements to achieve variation in tone.	Work in a sustained and independent way to create drawings.	Work in a sustained and independent way to create detailed drawings.
Draw on different surfaces and in different scales.	Draw on different surfaces with a range of media.	Can draw carefully in line from observation, recording shape and positioning all marks and features with some care.	Experiment with different grades of pencil to create lines and marks.	Applies tone to a drawing in a simple way.	Develop lose observational skills using view finders.	Develop close observational skills using a variety of view finders.
Produce lines of different thickness and tone using pencil.	Working from memory and imagination use line to create patterns and represent objects seen, remembered or	Experiment tone by drawing light and dark lines, light and dark patterns and light and dark shapes – using	Experiment with different grades of pencils to draw different	Experiment with different shading techniques of hatching and cross hatching.	Begin to use simple perspective in their work using a single focal point and horizon.	Use different techniques for different purposes e.g. shading, hatching, etc.
Experiment with chalk to create pictures.						
Start to produce						

different patterns and textures	<p>imagined working spontaneously and expressively.</p> <p>Observe and draw shapes from observation.</p> <p>Make large- and small-scale observational drawings.</p> <p>Look at objects from different angles.</p>	<p>different grades of pencils as well as different amounts of pressure.</p> <p>Begin to investigate shading techniques, experimenting with light and dark.</p> <p>Experiment with chalk and charcoal.</p> <p>Make line and shape drawings adding light and dark tone, colour and features.</p> <p>Use a viewfinder to select a section of a view or image and record what is selected in the frame.</p>	<p>forms and shapes.</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white.</p> <p>Apply simple use of pattern and texture in a drawing.</p> <p>Draw objects from different viewpoints: above, below, front, back.</p> <p>Plan, refine and alter their drawings as necessary</p>		<p>Begin to show an awareness of proportion in drawing objects and figures.</p> <p>Begin to investigate how shadow can be shown when drawing objects.</p> <p>Experiment with different shading techniques hatching, cross hatching, scrumbling, stippling and blending/smudging.</p>	<p>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background.</p> <p>Explore colour mixing and blending techniques with coloured pencils.</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p>
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PAINTING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Use a variety of tools and techniques to paint including every day and natural objects.</p> <p>Can investigate markmaking using thick brushes, sponge brushes for particular effects.</p>	<p>Experiment with painting with different brush sizes and types.</p> <p>Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines.</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture.</p> <p>Select and use different brushes to explore and make marks of different thicknesses and using</p>	<p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Experiment with applying colour in different ways e.g.</p>	<p>Create different effects and textures with paint according to what they need for a task.</p> <p>Use light and dark within painting and show understanding of complimentary colours. Mix tints and shades</p>	<p>Confidently control types of marks made and experiment with different effects and textures.</p> <p>Mix and match colours to create atmosphere and light effects.</p>	<p>Work with sustained independence and confidence to develop their own style of painting.</p> <p>Use a range of effects to convey mood/feeling in their work.</p>

<p>Recognise and name primary colours being used.</p> <p>Mix colours to try to match those in a picture or on an object.</p> <p>Explore working on different surfaces and in different ways.</p>	<p>Mix primary colours to make secondary colours, predicting resulting colours.</p>	<p>wet and dry paint techniques.</p> <p>Mix paint to make secondary colours, adding them to the colour wheel.</p> <p>Know how to mix primary colours to make brown.</p> <p>Explore adding white to a colour to make tints.</p> <p>Explore adding black to a colour to make shades.</p> <p>Mix and match colours to artefacts, objects, given colours.</p> <p>Work on different scales. Use a brush to produce marks appropriate to work e.g. small brush for small marks.</p> <p>Create different textured paint for an intended effect.</p>	<p>dotting, stippling, scratching, splashing.</p> <p>Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects.</p> <p>Build on understanding of the colour wheel, storing information through investigation on a colour spectrum.</p> <p>Explore complementary colours – colours opposite each other on the colour wheel.</p> <p>Work on different scales, selecting suitable brush size and type.</p> <p>Introduce watercolour paints to create wash backgrounds.</p> <p>Experiment with different types of paint and making own paint.</p>	<p>with increasing confidence.</p> <p>Experiment with creating tones – adding grey to a colour.</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades.</p> <p>Look at how artists paint foregrounds and backgrounds for perspective.</p> <p>Work with increasing detail, using appropriate brushes.</p> <p>Work with a range of paints: poster, acrylic and watercolour and investigate effects.</p>	<p>Mix colours, shades, tones and tints with confidence.</p> <p>Start to develop a painting from a drawing.</p> <p>Use watercolour paints and small brushes to develop detail.</p> <p>Compose using fore, middle and background.</p> <p>Create images with lots of tone but using only one colour – monochrome.</p>	<p>Mix colour, shades, tints and tones with confidence and to achieve an intended effect.</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint.</p> <p>Create a painting from a drawing.</p> <p>Use watercolour pencils.</p> <p>Use painting techniques as part of a mixed media at project.</p> <p>Explore how artists have used colour, texture and movement to express emotions e.g. in self-portraits.</p>
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PRINTING

EYFS	KEY STAGE 1 (YEAR 2)	LOWER KEY STAGE 2 (YEAR 3)	UPPER KEY STAGE 2 (YEAR 6)
<p>Make rubbings of the natural environment.</p>	<p>Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges.</p>	<p>Work in greater detail when relief printing - making printing blocks.</p>	<p>Create designs for prints by simplifying initial drawings/sketches.</p>

<p>Print with a variety of natural and manmade objects.</p> <p>Develop simple patterns by printing with objects.</p> <p>Print with block colours.</p>	<p>Take rubbings to understand and inform their own textured prints and patterns.</p> <p>Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure.</p> <p>Create repeating patterns.</p> <p>Create simple relief printing blocks e.g. with string and card.</p> <p>Make simple monochrome prints.</p> <p>Experiment with overprinting motifs and colour.</p>	<p>Use two colour overlays when relief printing.</p> <p>Explore lines, marks, shapes and tones through monoprinting (using polystyrene tiles).</p> <p>Print with two colour overlays.</p> <p>Create repeating patterns.</p> <p>Design a complex pattern made up from two or more motifs and printed a tiled version.</p> <p>Combining prints to produce an end piece.</p>	<p>Extend printing methods using Collagraph (on card/lino).</p> <p>Through printing show increasing use of tools to control line, shape, texture and tone.</p> <p>Colour mix through printing, create prints with at least three colour overlays.</p> <p>Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics.</p>
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SCULPTURE AND FORM

EYFS	KEY STAGE 1 (YEAR 1)	LOWER KEY STAGE 2 (YEAR 3)	UPPER KEY STAGE 2 (YEAR 5)
<p>Explore a range of malleable media such as clay, papier mache, salt dough, play dough.</p> <p>Impress and apply simple decoration.</p> <p>Make 3D models from junk and natural materials.</p>	<p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping.</p> <p>Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal.</p> <p>Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile.</p>	<p>Make 3D models by constructing materials and using Papier Mache and paint to add a final finish.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p>	<p>Manipulate materials to make a new 3D form e.g. human figure.</p> <p>Use covering materials such as Modroc or modelling clay to create 3D models.</p> <p>Add final finishes to models using paint/glazing techniques.</p> <p>Use clay to create a thumb pot and coil pot using joining techniques to add detail e.g. handles.</p> <p>Use smoothing techniques to create a desired finish before painting.</p>

TEXTILES			
EYFS	KEY STAGE 1 (YEAR 2)	LOWER KEY STAGE 2 (YEAR 4)	UPPER KEY STAGE 2 (YEAR 6)
<p>Decorate a piece of fabric.</p> <p>Explore joining fabrics to make a simple picture or product.</p> <p>Weave natural and manmade products.</p>	<p>Match and sort fabrics and threads for colour and texture.</p> <p>Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads.</p> <p>Cut and shape fabrics.</p> <p>Join two pieces of fabric using stitching.</p> <p>Add shapes with glue or stitching.</p> <p>Apply decoration using beads, buttons, feathers, etc.</p> <p>Apply colour using printing, dying, fabric crayons.</p> <p>Weave materials e.g. carrier bags or ribbon a bike wheel, natural materials on a weaving board looking at colour and texture.</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects.</p> <p>Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch).</p> <p>Experiment with adding detail to fabric by gluing or stitching.</p> <p>Add colour and pattern to fabric using dyes, printing and resist paste and batik.</p> <p>Weave paper and found materials to represent an image e.g. landscape.</p>	<p>Use fabric to create a 3D art form.</p> <p>Use a number of different stitches creatively to join fabrics and create patterns/textures.</p> <p>Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing.</p> <p>Produce a two-colour dye.</p> <p>Add colour and pattern to a fabric using batik with more than one colour.</p> <p>Combine techniques to produce an end piece e.g. embroidery over tie dye.</p>
COLLAGE			
EYFS	KEY STAGE 1 (YEAR 1)	LOWER KEY STAGE 2 (YEAR 4)	UPPER KEY STAGE 2 (YEAR 5)
<p>Create simple collages using fabrics and materials, looking at colour and texture.</p>	<p>Create images from a variety of media e.g. magazines, fabric, crepe paper.</p> <p>Arrange and glue materials to different backgrounds.</p> <p>Sort and group materials by properties e.g. colour and textures.</p>	<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage.</p> <p>Experiment with techniques to make mosaics.</p> <p>Experiment with creating mood, feeling, movement and areas of interest using</p>	<p>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects.</p> <p>Embellish a surface using a variety of techniques, including drawing, painting and printing.</p> <p>Select and use found materials with art</p>

	<p>Collect, sort, name and match colours appropriate for an image.</p> <p>Create and arrange shapes appropriately.</p> <p>Select and use textured paper for an image.</p> <p>Fold, crumble, tear and overlap papers and other materials.</p> <p>Work on different scales.</p>	<p>different media.</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	<p>media and adhesives to assemble and represent an image or stimulus.</p>
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