Art and Design Progression of skills

ART AND DESIGN PROGRESSION OF SKILLS

DEVELOPING IDEAS		
EYFS	KS1	KS2
• Look and talk about what they have produced, describing simple techniques and media used	• Start to plan, record and develop simple media explorations in a sketchbook	• Use a sketchbook to record media explorations and experimentation. • Plan and collect source materials for future works • Use a sketchbook to express feelings and emotions. • Make notes about techniques and artists • Annotate ideas in sketchbooks to make improvements

RESPONDING TO ART		
EYFS	KS1	KS2
• Look and talk about what they have produced, describing simple techniques and media used	• Look at and talk about their own work, as well as the work of notable artists, expressing their likes and dislikes • Explore the work of artists/craft makers and designers describing the different practices and disciples and making links to their own work • Express thoughts and feelings about a piece of art • Reflect and explain successes and challenges in a piece of art created, identify how their work could be developed further	• Recognise the work of art/key artists/religions and cultures and begin to place them in a specific time or movement • Continue to explore the work of artists/craft makers and designers describing the different practices and disciplines and making links to their own work • Discuss own and others' work expressing thoughts and feelings and using knowledge and understanding of artists and techniques • Reflect and explain successes and challenges in a piece of art created, identify how their work could be developed further

DRAWING

	EYFS	Year 1	Year 2	Year 3	Year 5
Skills	• Use and begin to control **chalks, pens** and **pencils** to explore • Draw on different surfaces and coloured paper • Produce lines of different thicknesses and tones using pencils	• Experiment with **pencils, rubbers, crayons, felt tips, charcoal, pen** and **chalk**. • Begin to control types of marks made with a range of media • Draw on difference surfaces with a range of media (plastic, paper, card, wood…) • Investigate tone through light and dark lines, patterns (change the pressure) • Use **HB** and **4B** pencils to explore tone • Use **hatching** and **cross hatching** • Use skills to produce observational drawings *Mark making and patterns*	• Experiment with **pencils, rubbers, crayons, felt tips, charcoal, pen** and **chalk**. • Begin to control types of marks made with a range of media • Choose and draw on different surfaces • Investigate tone through light and dark lines, patterns and shapes (change the pressure) • Use **HB, 2B** and **4B** pencils to explore tone • Use **hatching** and **cross hatching,** to create light and dark lines with increasing independence • Use skills to produce observational drawings from paintings *Landscape*	• Develop intricate patterns and marks using **pencils, rubbers, crayons, felt tips, fine liners, charcoal, pen** and **chalk** on a range of surfaces • Begin to show consideration in choice of pencil grade **6H-HB-6B** to show tone and texture • Begin to **indicate facial expressions** in drawings • Draw for a sustained period of time at an appropriate level • Justify choices of materials • Attempt to **show reflection** in a drawing (use of rubber, or harder pencil) • Use **hatching, cross hatching, stippling** and **blending** to create light and dark lines • Suggest movement by adding movement lines *Portraits*	• Draw for a sustained period of time over a number of sessions on one piece to create a detailed drawing • Develop a key area of their work; **line, tone, pattern, texture** • Use and justify different techniques for different purposes, i.e. **shading, hatching, cross hatching, stippling, blending** • Start to develop their own style using tone, contrast, texture and mixed media • Have opportunities to draw in **3D** and use **one point perspective** • Begin to develop an awareness of **composition, scale and proportion** in drawings using view finders • Use techniques to work from a variety of source (observations, photos and digital images) *Still life*
Classic artists		Van Gogh, Durer,	Da Vinci, Cezanne	Holbein, Goya, Escher	Cassatt, Rossetti
Modern artists				Cartoonists	Klee, architectural drawings,
Local artists				Jelly, Sketcher Joey	Caroline Streatfield, Stephen Williams, Natasha Zavialov, Sally Castle

These skills can also be revisited in years 2, 4 and 6 to consolidate learning.

SCULPTURE

	EYFS	Year 3	Year 4	Year 5	Year 6
Skills	• Enjoy using a variety of malleable media; **play dough, paper-mache, salt dough** • Apply simple decoration • Cut shapes using **scissors** and other **modelling tools** • Build a construction/sculpture using a variety of objects (natural, recycled, manmade materials)	• Experiment in a variety of malleable media (**clay** and **paper-mâché)** • Shape and model materials for purpose (i.e. a pot or tile) from observation and imagination • Continue to manipulate materials including **rolling, pinching, kneading** and **carving.** • Impress and apply decoration techniques including painting (consider natural materials such as leaves, feathers, sticks…) • Use tools, equipment and media safely and in the correct way	• Use recycled materials to create sculpture • Begin to show awareness that objects have a third dimension and perspective • Construct a simple base for extending and modelling other shapes • **Make a slit to join** two parts successfully • Adapt and justify changes made to work • Learn to secure work to continue at a later date • Produce intricate surface patterns and textures through **carving, rolling, pinching, kneading, slab and coil** • Use language appropriate to the skill and technique • Work in a safe, organized way, caring for equipment • Demonstrate awareness of natural/environmental and found object art • Show awareness of ephemeral art	• Use **Modroc** to model over a wire frame (**armature**) or constructed bases, to create sculpture • Recognise structural forms in art work and sculpture around the world (masks – Benin masks, Viking helmets etc) • Develop understanding of different ways to embellish work: **paint, varnish, decoration** • Use language appropriate to the skill and technique • Work in a safe, organized way, caring for equipment •	• Show experience in **rolling, scrunching, folding** and **tearing** to produce end pieces using a variety of materials • Develop understanding of different ways of finishing work, **paint, glaze, polish, varnish** • Demonstrate experience in relief and free. standing work in a range of media such as **assemblage** • Recognise structural forms in the environment (furniture and buildings) • Use language appropriate to the skill and technique • Work in a safe, organized way, caring for equipment
Classic artists		Moore, Hepworth, Arp, Gabo, Nevelson		Benin masks Viking helmets	Frink, Balla, Andre
Modern artists		Gormley	Flip flop art, Calder, Segal		Goldsworthy, Long
Local artists		Liz Real	Leigh Took		Andrew Hood, Curtis Hylton

These skills can also be revisited in years 1, 3 and 5 to consolidate learning.

PAINTING

	EYFS	Year 1	Year 3	Year 5	Year 6
Skills	• Enjoy a variety of tools including different sized brushed and tools (**sponge, brushes, fingers, twigs…)** • Explore painting on different surfaces in different ways (**colours, sizes, papers**, **outdoor…**)	• Experiment with paint using **hand, fingers, tools, different brushes, cotton buds, toothbrushes…** • Explore lightening and darkening paint without white and black • Explore **changing tints** using white and black • Begin to show control over the types of marks made including using **layering, mixing media** and **adding texture** • Paint on different surfaces with a range of media • Name and **mix primary colours to create secondary colours** confidently • Discuss how different colours can be linked to moods and feelings • Use a suitable brush/tool to create marks	• Confidently control a range of brushes to create **washes** and **colour blocks** to create effects • Use light and dark within painting and begin to use **complimentary colours** • Use **colours, shades** and **tones** with increasing confidence • Become increasingly confident in **creating effects** and **texture** • Start to develop a painting from a drawing • Begin to choose an appropriate media to work with • Work in the style of a selected artist (*not copying*)	• Purposefully control marks made, textures and effects e.g. **blocking, washes** and **thickening paint** to create textures • Mix and match colours to create atmosphere and light effects • **Mix colours, shades and tones** with confidence, building on previous knowledge • Work in a sustained and independent way to develop their own style using tonal contrast, shade and mixed media • Understand and justify which media works well and why	• Purposefully control marks made, textures and effects. Choose media appropriately (water colour, acrylic, poster paint… and explain preference. • Mix and match colours to create atmosphere and mood • **Mix colours, shades and tones** with confidence, adding light and shadows where appropriate • Work in a sustained and independent way to develop their own style using tonal contrast, shade and mixed media • Understand and justify which media works well or a particular purpose • Begin to develop a personal style of painting
Classic artists		Seurat, Klee, Money	Rembrandt, O'Keeffe	Turner, Constable	
Modern artists		Hockney, Pollock,	Rothco, Riviera, Hopper, Dia Azzawi	Mattisse, Magritte, Lowry,	
Local artists			Caroline Streatfield, Sketcher Joey, Thérèse Lawlor	Stephen Williams, Curtis Hylton	

These skills can also be revisited in years 2, 4 and 6 to consolidate learning.

PRINTING					
	EYFS	Year 1	Year 2	Year 4	Year 6
Skills	• **Take rubbings** (leaf, brick, coins etc) • Create simple pictures by **printing from objects** • Develop simple patterns by using objects • Use **stencils** to create a picture	• Explore simple printing pictures using **fruits and vegetables** • Create stamps using **recycled material** to make **repeating patterns** • Make simple marks on rollers and printing palettes • Explore print in the world around us (wallpaper, cards, newspapers, fabric etc) • Use print making to **create a repeating pattern**	• Explore simple printing pictures using **hard** and **soft materials** (cork, sponge, pen barrels, cotton buds etc) • Demonstrate experience at **impressed printing, drawing onto ink, printing from objects** • Explore **relief printing** using **string and card** • Make simple marks on rollers and printing palettes • Begin to identify forms of printing (books, posters, fabrics..) • Use print making to **create a repeating pattern** • Overprint in colour	• Print simple pictures using **mono printing** and **relief printing** • Explore **fabric printing** • Create multi coloured prints by overlay • Experience in **combined prints** taken from different objects to create an end piece • Create repeating prints using overlay printing (**polystyrene and pen**)	• Use **lino cutting tools** in a safe way to produce relief prints • Start to overlay prints with other media (**adding detail with pen, pencil, textures**…) • Use print as a starting point to sewing. • Describe a range of printing techniques and processes. • Adapt and change work to improve • Develop their own style using mixed media, colour and tone.
Classic artists			Hokusai, Hiroshige, Escher	Rothenstein, Kunisada	Baldwin, William Morris,Williem de Morgan
Modern artists			Warhol,		**Maria Prymachenko**
Local artists					Helen Roache,

These skills can also be revisited in years 1, 3 and 5 to consolidate learning.

ART THROUGH TECHNOLOGY			
	EYFS	Year 2	Year 4
Skills	• Explore the use of ipads to take photographs	• Use **simple paint programmes** to create a picture • Use **zoom or view finder** to focus on a particular part of an image • Explore modern and local artists using digital technology •	• Use **printed images** to combine with other media to create a piece of art • Create a piece of art which includes a photograph that they have taken • **Take photographs** and explain their creative vision • Take a photograph from an unusual or thought provoking view point • **Compose a photo with thought** to consider texture, light, tone, shade… •
Links and programmes		Purple Mash	Leigh Took, Warhol, Collage