

St Peter's Church of England (VC) Primary School
Skills Progression: Art and Design



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Suggested Artists
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Begin to use a variety of drawing tools e.g. finger, stick, pencil, coloured pencils, pastels, chalk.</p> <p>Use drawings to tell a story from retelling or from imagination.</p> <p>Investigate different lines – thick, thin, wavy, straight.</p> <p>Explore different textures and experiment with mark making to illustrate these.</p> <p>Encourage accurate drawings of people that include all the visible parts of the body (head, hands, fingers, where are they?)</p>	<p>Extend the variety of drawing tools to include charcoal.</p> <p>Explore different textures and experiment with mark, building on previous learning.</p> <p>Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is.</p> <p>Observe patterns in the natural and man-made world.</p> <p>Observe anatomy and encourage accurate drawings of people.</p> <p>Sketch objects in both the natural and man-made world.</p>	<p>Continue to experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, use of light and dark</p> <p>Sketch to make quick records of something.</p>	<p>Experiment with the potential of various pencils i.e. HB – 2B, to show tone and texture.</p> <p>Encourage close observation of objects in both the natural and man-made world.</p> <p>Draw both the positive and negative shapes i.e. the outline of the shape and the shapes contained within it.</p> <p>Make initial sketches as a preparation for painting and other work.</p> <p>Encourage more accurate drawings of people – particularly faces, looking closely at feature and detail.</p>	<p>Identify and draw the effect of light and shadow on a surface.</p> <p>Introduce the concepts of scale and proportion.</p> <p>Encourage more accurate drawings of whole people including proportion and placement and shape of body.</p> <p>Complete computer generated drawings.</p>	<p>Use a variety of techniques to show the effect of light on objects and people from different directions – use pencil to show tone, use different tones of the same colour.</p> <p>Use a variety of techniques to interpret the texture of a surface e.g. different textured paint.</p> <p>Produce increasingly accurate drawings of people.</p>	<p>Look at the effect of light on an object from different directions.</p> <p>Produce increasingly accurate drawings of people.</p> <p>Introduce the concept of perspective</p> <p>Work on a variety of scales and also work collaboratively.</p> <p>Produce increasingly detailed preparatory sketches for painting and other work.</p>	<p>Leonardo Da Vinci,</p> <p>Vincent Van Gogh,</p> <p>Poonac</p>

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Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>Experiencing and using primary colours predominantly – to ensure they know their names.</p> <p>Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours.</p> <p>Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons.</p> <p>Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers.</p>	<p>Ensure they know the names of all the colours.</p> <p>Begin to introduce mixing of colours to make new colours.</p> <p>Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark</p> <p>Continue to explore applying colour with a range of tools for enjoyment</p>	<p>Begin to describe colours by objects – 'raspberry pink, sunshine yellow'</p> <p>Make as many tones of one colour as possible using primary colours and white.</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p>	<p>Extend exploring colour mixing to applying colour mixing.</p> <p>Make colour wheels to show primary and secondary colours.</p> <p>Introduce different types of brushes for specific purposes.</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist.</p> <p>Pointillism – control over coloured dots, so tone and shading is evident.</p>	<p>Make the colours shown on a commercial colour chart.</p> <p>Mix and match colours to those in a work of art.</p> <p>Work with one colour against a variety of backgrounds.</p> <p>Observe colours on hands and faces - mix flesh colours.</p> <p>Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.</p> <p>Use colour to reflect mood (Matisse)</p>	<p>Controlling and experimenting particular qualities of tone, shades, hue and mood.</p> <p>Considering colour for purposes</p> <p>Explore the texture of paint - very wet and thin or thick and heavy - add PVA to the paint</p>	<p>Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces.</p> <p>Use colour to express moods and feelings.</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.</p>	<p>Pollack, Monet, Chagall, Matisse.</p>

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			Experience using colour on a large scale, A3/A2 playground.					
Texture (textiles, clay, sand, plaster, stone)	<p>Handling, manipulating and enjoying using materials</p> <p>Simple collages, using paper, pasta, beans and larger tactile things.</p> <p>Selects, sorts, tears and glues items down.</p>	<p>Simple paper and/or material weaving using a card loom.</p> <p>Mix colours and paint strips of paper to weave with.</p> <p>Add objects to the weaving - buttons, twigs, dried flowers.</p> <p>Explore colour in weaving.</p> <p>Build on skills of using various materials to make collages –using some smaller items.</p> <p>Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc.</p>	<p>Build on experiences in Year 1</p> <p>Develop skills of overlapping and overlaying to create effects.</p> <p>Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</p> <p>Simple appliqué work attaching material shapes to fabric with running</p>	<p>Build on all previous experiences.</p> <p>Use smaller eyed needles and finer threads.</p> <p>Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape.</p> <p>Awareness of the nature of materials and surfaces – fragile, tough, durable.</p> <p>Tie dying, batik – ways of colouring or patterning material.</p> <p>Look at artists Linda Caverley, Ellen Jackson, Alison King</p>	<p>Build on all previous experiences.</p> <p>Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding.</p> <p>Start to place more emphasis on observation and design of textural art.</p> <p>Use initial sketches to aid work.</p> <p>Continue experimenting with creating mood, feeling,</p>	<p>Interpret stories, music, poems and use environment and townscapes as stimuli.</p> <p>Select and use materials to achieve a specific outcome.</p> <p>Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.</p>	<p>Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc.</p> <p>Applies knowledge of different techniques to express feelings.</p> <p>Use found and constructed materials.</p> <p>Work collaboratively on a larger scale.</p>	Molly Williams, Jill Denton, Linda Caverley.

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		<p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc.</p> <p>Discuss how textiles create things – curtains, clothing, decoration</p>	<p>stitches.</p> <p>Start to explore other simple stitches - backstitch, cross-stitch.</p> <p>Use various collage materials to make a specific picture.</p>		<p>movement and areas of interest.</p> <p>Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric.</p>	<p>Consider methods of making fabric.</p> <p>Look at work of other artists using textiles i.e, Molly Williams, Jill Denton, Linda Caverley</p>		
<p>Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<p>Handling, feeling, manipulating materials</p> <p>Constructing and building from simple objects</p> <p>Pulls apart and reconstructs</p> <p>Able to shape and model from observation and imagination.</p> <p>Impress and apply simple decoration.</p>	<p>Use both hands and tools to build.</p> <p>Construct to represent personal ideas.</p> <p>Use materials to make known objects for a purpose, i.e puppet.</p> <p>Cut shapes using scissors.</p>	<p>Develop an awareness of natural and man-made forms and environments.</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Shape, form, model and construct from observation and / or imagination with increasing confidence.</p> <p>Plan and develop ideas in sketchbook and make simple choices about media.</p> <p>Have an understanding of</p>	<p>Plan and develop ideas in sketchbook and make informed choices about media.</p> <p>Experienced surface patterns / textures.</p> <p>Work safely, to organize working area and clear away.</p>	<p>Use sketchbook to inform, plan and develop ideas.</p> <p>Shape, form, model and join with confidence.</p> <p>Produce more intricate patterns and textures.</p>	<p>Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p>	<p>Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.</p>

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	<p>Simple language created through discussion of feel, size, look, smell etc</p>	<p>Carve into media using tools.</p> <p>Pinch and roll coils and slabs using a modeling media.</p> <p>Make simple joins by manipulating modelling material or pasting carefully.</p> <p>Discussion of weight and texture.</p>	<p>direct observation</p> <p>Use a range of decorative techniques: applied, impressed, painted, etc.</p> <p>Use a range of tools for shaping, mark making, etc.</p> <p>Construct from junk materials.</p> <p>Replicate patterns and textures in a 3-D form.</p> <p>Have simple thoughts about their own work and that of other sculptors. (Moore, African, Native</p>	<p>different adhesives and methods of construction</p> <p>Begin to have some thought towards size</p> <p>Simple discussion about aesthetics</p>	<p>Discuss own work and work of other sculptors with comparisons made. (Hepworth, Arp, Nevelson, Gabo, etc)</p> <p>Consider light and shadow, space and size. Investigate, analyse and interpret natural and manmade forms of construction.</p>	<p>Work directly from observation or imagination with confidence.</p> <p>Take into account the properties of media being used.</p> <p>Discuss and evaluate own work and that of other sculptors in detail.</p>		
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			American, Goldsworthy)					
<p>Printing (found materials, fruit/veg, wood blocks, press print, lino, string)</p>	<p>Make rubbings showing a range of textures and patterns.</p> <p>Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc.</p> <p>Produce simple pictures by printing objects.</p> <p>Able to work from imagination and observation.</p> <p>Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc.</p> <p>Print with block colours</p>	<p>Create patterns and pictures by printing from objects using more than one colour. (Klee)</p> <p>Develop impressed images with some added pencil or decorative detail.</p> <p>Relief printing - string, card, etc.</p> <p>Use equipment and media correctly, to produce clean image.</p> <p>Use appropriate language to describe tools, process, etc.</p>	<p>Use printmaking as a means of drawing.</p> <p>Create order, symmetry, and irregularity.</p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.</p> <p>Still prints with a growing range of objects, including manmade and natural printing tools.</p>	<p>Use the equipment and media with increasing confidence.</p> <p>Use relief and impressed printing processes.</p> <p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Discuss own work and that of other artists. (Packaging, Hiroshige, Escher, etc.)</p> <p>Explores images through monoprinting on a variety of papers.</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Pointillism</p>	<p>Use sketchbook for recording textures/patterns.</p> <p>Use language appropriate to skill.</p> <p>Interpret environmental and manmade patterns and form</p> <p>Discuss the nature of effects able to modify and adapt print as work progresses.</p> <p>Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc.</p>	<p>Experienced in combining prints taken from different objects to produce an end piece.</p> <p>Experiment with ideas, to plan in sketchbook.</p> <p>Experienced in producing pictorial and patterned prints.</p> <p>Designs prints for fabrics, book covers and wallpaper.</p> <p>Makes connections between own work and patterns in their local environment</p>	<p>Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief.</p> <p>Recreates a scene remembered, observed or imagined, through collage printing.</p> <p>Screen printing.</p> <p>Explore printing techniques using by various artists.</p>	<p>Morris, Hiroshige, Escher</p>

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			<p>Talk simply about own work and that of other artists. (Warhol, Hokusai, etc.)</p> <p>Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p>			<p>(e.g. curtains, wallpaper)</p> <p>Discuss and evaluate own work and that of others. (Morris, labelling, etc.)</p>		
<p>Pattern (paint, pencil, textiles, clay, printing)</p>	<p>Imitate and create own simple repeating patterns using concrete objects, i.e. making an object train and photographing (buttons/stones/blocks), bead threading patterns</p> <p>Make irregular painting patterns based on real life – i.e. printing the skin of a tiger/zebra/cheetah</p>	<p>Awareness and discussion of patterns around them – pattern hunt.</p> <p>Experiment creating repeating patterns on paper using drawing or printing of own design.</p> <p>Link to Maths</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning.</p> <p>Look at natural and manmade patterns and discuss.</p> <p>Discuss regular and</p>	<p>Search for pattern around us in world, pictures, objects.</p> <p>Use the environment and other sources to make own patterns, printing, rubbing.</p> <p>Use sketchbooks to design own motif to repeat.</p> <p>Create own patterns using ICT</p>	<p>Consider different types of mark making to make patterns.</p> <p>Look at various artists creation of pattern and discuss effect, i.e. Gaudi, Matisse, Escher, aboriginal art)</p>	<p>Use shape to create patterns</p> <p>Create own abstract pattern</p> <p>Patterns reflect personal experiences and expression.</p> <p>Creating pattern for purposes e.g. wallpaper, clothes, puppets,</p>	<p>Look at various artists creation of pattern and discuss effect, i.e. Morris, Sol Lewitt, Matisse (pattern within pattern), Bridget Riley, Miro)</p> <p>Discuss own and artists work, drawing comparisons and reflecting on their own creations.</p>	<p>Morris, Matisse, Lewitt, Miro, Escher, Mondrian, Klee.</p>

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	<p>Simple symmetry – folding painted butterflies.</p> <p>BOOK stimulus – 'My mum and dad make me laugh' (spots and stripes) use junk and painting materials to create spot and stripe collages</p>		<p>irregular – what does it mean?</p>	<p>Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground</p> <p>Link to Maths - symmetry</p>	<p>Link to Maths – tessellation (Escher) Geometry, shape lines (Mondrian/Klee)</p>	<p>boxes, folders, book covers etc.</p>		
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