

Art and Design Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Digital Media	Explore ideas using digital sources i.e. internet, CD-ROMs Use a simple graphics package to create images and effects with: <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images	Explore ideas using digital sources i.e. internet, CD-ROMs Record visual information using digital cameras, video recorders Use a simple graphics package to create images and effects with: <u>Lines</u> by changing the size of brushes in response to ideas <u>Shapes</u> using eraser, shape and fill tools <u>Colours and Texture</u> using simple filters to manipulate and create images Use basic selection and cropping tools	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat (Joan Miro, Matisse) 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	Record and collect visual information using digital cameras and video recorders Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create images and effects with; Lines by controlling the brush tool with increased precision Changing the type of brush to an appropriate style e.g. charcoal Create shapes by making selections to cut, duplicate and repeat 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 (Salvdor Dali, Rene Magritte)	Record, collect and store visual information using digital cameras, video recorders (from trips etc as a starting point for work) Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering. (e.g. Ben Heine, Charlotte Caron)	Record, collect and store visual information using digital cameras, video recorders (from trips etc as a starting point for work) Present recorded visual images using software e.g. Photostory, PowerPoint Use a graphics package to create and manipulate new images. (e.g. Hannah Höch) Be able to Import an image (scanned, retrieved, taken) into a graphics package Understand that a digital image is created by layering Create layered images from original ideas (sketch books.)

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Drawing	Experiment with a variety of media; pencils, crayons, felt tips, ballpoints, chalk. Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations Invent new lines <u>Shape</u> Observe and draw shapes from observations Invent new shapes <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture</u> Investigate textures by describing, rubbing.	Experiment with a variety of media; pencils, rubbers, pastels, charcoal, ballpoints. Control the types of marks made with the range of media <u>Lines and Marks</u> Name, match and draw lines/marks from observations Draw on different surfaces with a range of media <u>Shape</u> Observe and draw shapes from observations Draw shapes in between objects Invent new shapes <u>Tone</u> Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <u>Texture</u>	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements - pencil, crayon, pens. Experiment with different grades of pencil (2B, 4B, 6B, HB) and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u>	Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level. <u>Lines and Marks</u> Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, chalk pastels, etc. Experiment with different grades of pencil and other implements to create lines and marks. <u>Form and Shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension. <u>Tone</u>	Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. (e.g. Bruegal) Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. (e.g. Van Gogh) Use different techniques for different purposes i.e.	Work from a variety of sources including observation, photographs and digital images. Use a sketchbook to collect and develop ideas. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. (e.g. Lowry, Van Gogh) Identify artists who have worked in a similar way to their own work. <u>Lines, Marks, Tone, Form & Texture</u> Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. (e.g. Van Gogh) Use different techniques for different purposes i.e.

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		Investigate textures by describing, naming, rubbing, copying	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements.	Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way. <u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	within a drawing. (e.g. Paul Klee) Experiment with wet media to make different marks, lines, patterns, textures and shapes. (Seurat – Pointillism) Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. (e.g. MC Escher, Leonardo Da Vinci, Van Gogh, Edward Hopper) <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. (e.g. Cezanne, Michael Craig-Martin) Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background.	shading, hatching within their own work. (e.g. Van Gogh) Start to develop their own style using tonal contrast and mixed media. (e.g. Degas) <u>Perspective and Composition</u> Begin to use simple perspective in their work using a single focal point and horizon. (e.g. Lowry) Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.
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Art and Design Skills Progression



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with <u>tools and techniques</u> e.g. layering, mixing media. <u>Colour</u> Identify primary colours by name <u>Texture</u> Create textured paint by adding sand, plaster.	Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Experiment with tools and techniques - layering, mixing media. Name different types of paint and their properties <u>Colour</u> Identify primary colours by name Mix primary shades and tones <u>Texture</u> Create textured paint by adding sand, plaster	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. (Piet Mondrian, Andre Derains) <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades (Georgia O'Keefe, Mark Chagall)	Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects (Picasso, Toulouse Lautrec) Work on a range of scales e.g. thin brush on small picture etc. Create different effects and textures with paint according to what they need for the task. (Edvard Munch) <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades (Monet, Rousseau)	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours (Seurat – Pointillism) Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music (Paul Klee, Henri Rousseau) <u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours (e.g. Henri Matisse, Op Art) Work with complementary colours (e.g. Van Gogh, Vermeer)	Develop a painting from a drawing Carry out preliminary studies, trying out different media and materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music (e.g. look at art by Kandinsky (music), Millais (poetry)). <u>Colour</u> Mix and match colours to create atmosphere and light effects (e.g. Turner, Impressionism) Be able to identify primary secondary, complementary and contrasting colours (e.g. Pop Art, Warhol) Work with complementary colours

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Printing	Print with a range of hard and soft materials - corks, pen barrels, sponge, vegetables. Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns	Print with a range of hard and soft materials - corks, pen barrels, sponge, string, card. Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks using clay, string on card etc. Design more repetitive patterns <u>Colour</u> Experiment with overprinting motifs and colour <u>Texture</u> Make rubbings to collect textures and patterns	Create printing blocks using a relief or impressed method - card and string, clay. Create repeating patterns (William Morris, wall paper, wrapping paper, cultural fabrics)	Create printing blocks using a relief or impressed method - poly tiles, lino blocks. Create repeating patterns Print with two colour overlays (Helen Roddie)	Create printing blocks by simplifying an initial sketch book idea (lino printing, poly tiles) Use relief or impressed method Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints (William Morris)	Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method (silk screen printing) (e.g. Pop Art, Warhol) Create prints with three overlays Work into prints with a range of media e.g. pens, colour pens and paints

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Textiles	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, pulling threads, twisting. Cut and shape fabric using scissors/snips Apply shapes with glue Apply decoration using beads, buttons, feathers etc <u>Colour</u> Apply colour with printing, dipping, Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. grass through twigs, carrier bags on a bike wheel	Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Create cords and plaits for decoration <u>Colour</u> Apply colour with printing, dipping, fabric crayons Create and use dyes i.e. onion skins, tea, coffee <u>Texture</u> Create fabrics by weaving materials i.e. magazines through sticks, carrier bags through wire mesh etc.	Use a variety of techniques, - printing, dyeing and weaving to create different textural effects Match the tool to the material Develop skills in cutting and joining (Betty Fraser Myerscough)	Use a variety of techniques - printing and sewing to create different textural effects Match the tool to the material Develop skills in stitching, cutting and joining (Cultural artists e.g. African, Indian art, South American Mola patterns)	Use fabrics to create 3D images on 2D surfaces. Use different grades of threads and needles Experiment with batik techniques Experiment with a range of media to overlap and layer creating interesting colours and textures and effects (e.g. Caroline Mann textile artist)	Use fabrics to create 3D structures Use different grades of threads and needles Experiment with a range of media to overlap and layer creating interesting colours and textures and effects (Anne Honeyman, Becky Williams, balloon moulds)

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3D	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media e.g. plasticine, Manipulate malleable materials for a purpose, e.g. a pot Understand the safety and basic care of materials and tools <u>Form</u> Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. tools used in plasticine.	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media e.g. plasticine, clay Manipulate malleable materials for a purpose, - pot, tile Understand the safety and basic care of materials and tools <u>Form</u> Experiment with constructing and joining recycled, natural and manmade materials Use simple 2-D shapes to create a 3-D form <u>Texture</u> Change the surface of a malleable material e.g. build a textured tile	Plan, design and make models from observation or imagination Create surface patterns and textures in a malleable materia Use papier mache to create a simple 3D object (Melanie Bourlon)	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material (Peter Voukos, Paul Soldner)	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay - coils, slips, etc (Pick 'n' Paint a Pot) Produce intricate patterns and textures in a malleable media	Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Produce intricate patterns and textures in a malleable media (Anne Honeyman, Becky Williams, balloon moulds)

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Collage	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales <u>Colour</u> Collect, sort, name match colours appropriate for an image <u>Shape</u> Create and arrange shapes appropriately <u>Texture</u> Create, select and use textured paper for an image	Create images from a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture Fold, crumple, tear and overlap papers Work on different scales <u>Colour</u> Collect, sort, name match colours appropriate for an image <u>Shape</u> Create and arrange shapes appropriately <u>Texture</u> Create, select and use textured paper for an image	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary (Joan Miro, Matisse)	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures Use collage as a means of collecting ideas and information and building a visual vocabulary (Cultural artists, African, Indian art, Mola patterns)	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas (George Braque)	Add collage to a painted, printed or drawn background Use a range of media to create collages Use different techniques, colours and textures etc when designing and making pieces of work Use collage as a means of extending work from initial ideas (Anne Honeyman, Becky Williams, balloon moulds)

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Artists that could be used within the year linked to curriculum areas. These are just suggestions and you are free to identify some of your own.	L.S. Lowry – links with significant individuals topic work. (painting/drawing)	Textiles – puppet making links with beside the sea. Collage – could be linked with Neil Armstrong (Making a collage, using different materials to show his flight) Van Gogh – Sunflowers picture could be used when colour mixing. Collage – links with beside the sea Artists Katsushika Hokusai and Alfred Wallis – links with beside the sea Sir Antony Mark David Gormley, OBE (BAME)- sculpture	Beatriz Milhazes (BAME) – colour/shape	Guadi – collage, mosaic and 3D Andy Warhol- printing	Pointillism - Georges Seurat (painting) Local study/natural environment - Andy Goldsworthy(sculpture/collage) Eduardo Kobra (BAME) – street artist Tau Lewis (BAME) – creates art using things found in the environment Stephen Wiltshire MBE (BAME) draws landscapes from memory Katsushika Hokusai (BAME) links with mountains	Ancient Greek pottery (painting and sculpture) Henri Rousseau – rainforests (painting, 3D work, printing or textiles) Harriet Powers (BAME) – applique techniques