

ART AND DESIGN SKILLS PROGRESSION

SKETCHBOOKS

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>Use sketchbooks through teacher modelling.</p> <p>Use sketchbooks to record thoughts and ideas and to experiment with materials.</p>	<p>To use sketchbooks to generate ideas and record thoughts and observations.</p> <p>Make records of experiments with media.</p> <p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>	<p>To use sketchbooks to generate ideas and record thoughts and observations.</p> <p>Make records of experiments with media.</p> <p>Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.</p>	<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Make personal investigations and record observations.</p> <p>Record visual experiments with media and try our new techniques and processes.</p>	<p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> <p>Make personal investigations and record observations.</p> <p>Record visual experiments with media and try our new techniques and processes.</p>

CREATING ORIGINAL ARTWORK

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore different materials freely, in order to develop ideas about how to use them & what to make,</p> <p>Join different materials & explore different textures.</p>	<p>Experiment to create different textures.</p> <p>Use tools to create different textures.</p> <p>Use a range of materials to create different textures.</p>	<p>Explore and create ideas for purposes and intentions.</p> <p>Use artist sources to develop their own original artwork.</p>	<p>Explore and create ideas for purposes and intentions.</p> <p>Use artist sources to develop their own original artwork</p>	<p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Begin to express thoughts and feeling through the creation of art.</p>	<p>Create personal artwork using the artwork of others to stimulate them.</p> <p>Begin to express thoughts and feeling through the creation of art.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Express ideas, thoughts and feelings through the creation of art.</p>	<p>Develop personal, imaginative responses to a theme.</p> <p>Express ideas, thoughts and feelings through the creation of art.</p>



<p>Handling, feeling, enjoying and manipulating materials.</p> <p>Use variety of construction materials.</p>	<p>Manipulate materials to achieve a planned effect.</p>			<p>Manipulate materials to achieve desired effects.</p>	<p>Manipulate materials to achieve desired effects.</p>		
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ART ANALYSIS

EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
		<p>Recognise and describe key features of their own other's work.</p> <p>Compare other's work, identifying similarities and differences.</p> <p>Begin to use art language (formal elements) when discussing art.</p> <p>Describe what they feel about their work and the art of others.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Recognise and describe key features of their own other's work.</p> <p>Compare other's work, identifying similarities and differences.</p> <p>Begin to use art language (formal elements) when discussing art.</p> <p>Describe what they feel about their work and the art of others.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflect upon their own and other's opinion of their work in order to identify areas of improvement.</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Reflect upon their own and other's opinion of their work in order to identify areas of improvement.</p>	<p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Analyse and reflect on their intentions and choices.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>	<p>Use the language of art with greater sophistication when discussing own and others art.</p> <p>Analyse and reflect on their intentions and choices.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>



DRAWING							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Create closed shapes with continuous lines, & begin to use these shapes to represent objects.</p> <p>Begin to use a variety of drawing tools.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings.</p> <p>Explore colour and colour mixing.</p>	<p>Use a range of tools competently & safely.</p> <p>Explore different textures.</p> <p>Encourage accurate drawings of people.</p> <p>Create representations of both imaginary & real-life ideas, events, people & objects.</p> <p>Explore, use & refine colour mixing techniques.</p> <p>Use colour for purpose, including creating moods.</p>	<p>Explore mark-making with the following media: HB and 2B pencils, coloured pencils, pastel, charcoal, chalk, oil pastel.</p> <p>Explore together qualities of line.</p> <p>Explore together mark-making to create textures.</p> <p>Explore together smudging with pastels.</p> <p>Blend oil pastel to achieve colours (hues)</p>	<p>Explore mark-making with the following media: HB and 2B pencils, coloured pencils, pastel, charcoal, chalk, oil pastel.</p> <p>Explore independently qualities of line.</p> <p>Explore independently mark-making to a variety of create textures.</p> <p>Explore independently smudging with pastels.</p> <p>Blend oil pastel to achieve colours and different effect (tone).</p> <p>Use space in drawings - positioning objects: above, below, next to, in front and behind.</p>	<p>Begin to explore marks, textures and the tonal range of sketching pencils: B to 6B.</p> <p>Explore the qualities of line with a variety of materials.</p> <p>Explore the use of shading to show light and dark and to create texture.</p> <p>Explore the use of shading to create form.</p> <p>Independently use smudging with pastels (tone and shadow).</p>	<p>Further explore marks, textures and the tonal range of a sketching pencils: B to 6B.</p> <p>Become confident in exploring the qualities of line with a variety of materials.</p> <p>Become confident in the use of shading to show light and dark and to create texture (tone, value and depth)</p> <p>Become confident in the use of shading to create form.</p> <p>Explore the use of scale and proportion.</p>	<p>Media chosen for their properties.</p> <p>Use pen and ink to create different use of line and mark-making.</p> <p>Explore the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media (texture, depth, tone)</p> <p>Explore the use of line to create movement.</p> <p>Use the above to create form.</p>	<p>Media chosen for their properties.</p> <p>Become confident in the use of cross-hatching, shading and thick/thin lines to show the quality of tone with a variety of media (shadow, depth, tone, texture).</p> <p>Become confident in the use line to create movement.</p> <p>Use the above to create form.</p> <p>Explore the use of scale, proportion and perspective, using the horizon line.</p>



PAINTING							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Explore colour & colour mixing.</p> <p>Create representations of both imaginary and real-life ideas, events, people and objects.</p>	<p>Use a range of tools competently and safely.</p> <p>Explore different textures.</p> <p>Create representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Explore, use & refine colour mixing techniques.</p> <p>Use colour for purpose, including creating moods.</p>	<p>Begin to use language to name colours eg yellowy green.</p> <p>To begin to mix with the 3 primary colours to create secondary colours.</p> <p>With support, create a basic colour wheel: primary colours used to create secondary colours.</p> <p>Mix variations of one colour (cold/warm colours).</p> <p>Explore together marks using a variety of brushes and tools.</p> <p>Use a variety of types of paint: ready mixed, water colours, thin paint.</p>	<p>Encourage the children to use a wider range of names for colours eg navy, turquoise, indigo, teal.</p> <p>To mix confidently with the 3 primary colours. Independently create a basic colour wheel.</p> <p>Mix primary colours to create secondary colours.</p> <p>With support, begin to mix tertiary colours.</p> <p>Discuss and mix variations of one colour (cold/warm colours).</p> <p>Explore independently marks using a variety of brushes and tools.</p> <p>Use a variety of types of paint: ready mixed, water colours, thin paint and discuss their effects.</p>	<p>Mix tertiary colours.</p> <p>Mix tones of one colour by adding black or white to another colour.</p> <p>Explore tone to show light and shade.</p> <p>To paint using a colour palette similar to that used in a piece of art being studied.</p> <p>Mix colours to match the colour of an object.</p> <p>Practise fine control with small pointed brushes and water colours.</p> <p>Apply paint using different methods and techniques.</p>	<p>To confidently mix tertiary colours.</p> <p>Confidently mix tones of one colour by adding black or white to another colour.</p> <p>Use tone to show light and shade.</p> <p>To paint confidently using a colour palette similar to that used in a piece of art being studied.</p> <p>Mix colours confidently to match the colour of an object.</p> <p>Develop fine control with small pointed brushes and water colours.</p> <p>Use colour mixing for purpose, including creating moods and emotions.</p>	<p>Experiment with media and tools before making a final work of art (shape and pattern)</p> <p>Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. lemon yellow with a dark red.</p> <p>Develop their knowledge of colour mixing to show space, e.g. thin colours look distant; intense, thick colours look closer.</p> <p>Develop their knowledge of tone to show shadows giving illusion of form.</p> <p>Draw on experience to select and use tools in appropriate ways to create fine and bold details.</p>	<p>Experiment with media and tools before making a final work of art (shape and pattern).</p> <p>Explore tones made by mixing a light colour (not white) with a dark colour (not black) e.g. lemon yellow with a dark red, identifying how they could use this skill in their own work.</p> <p>Use knowledge of colour mixing to show space e.g. thin colours look distant; intense, war, thick colours look closer</p> <p>Use knowledge of tone to show shadows giving illusion of form.</p> <p>Explore harmonious colours to create emotions and moods.</p> <p>Draw on experience to select and use tools in appropriate ways to achieve intentions.</p>

		Develop an awareness that thin paint blends and merges.	Develop an awareness that more water reduces the intensity of colours. (wash).				
SCUPLTURE							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Join different materials & explore different textures. Develop own ideas and decide which materials to use to express them.	Develop own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.	Explore shape and space in creating collaborative sculpture using natural objects.	Take a leading role in using shape and space to create a collaborative sculpture, adding a sold form to a wire framework.	Explore form, shape and space to add papier-mâché to a framework.	Explore using a sculpting tool to create a variety of effects when sculpting soap and clay.	Cut and bend wire to create shapes that together form a 3D sculpture. Explore form, shape and space to add papier-mâché to a wire framework.	Use water to join pieces of clay together. Explore using a sculpting tool to create a variety of effects when sculpting soap and clay.
COLLAGE							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Select from a variety of materials and use to make a picture.	Select from a variety of materials and use to make a picture.	Select from a variety of materials and use to make a picture.	Select from a variety of materials, discussing their textures and use to make a picture.	Create a mosaic by positioning pieces to create an image using a template.	Create a mosaic by positioning pieces to create an image.	Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.	Experiment with creating mood, feeling, movement and areas of interest. Add embellishment using a variety of techniques, including drawing and painting.



PRINTMAKING							
EARLY YEARS FS1	EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Explore together texture and pattern by printing with found objects eg leaves.	Explore together texture and pattern by printing with found objects eg leaves.	Explore together texture and pattern by printing with found objects eg leaves.	Explore independently texture and pattern by printing with found objects eg leaves.	Explore together printing with a variety of vegetables, using a tool to carve out shapes.	Explore independently printing with a variety of vegetables, using a tool to carve out shapes.	With support, create and print with a relief print.	Use a range of techniques and media, including painting to increase their proficiency in the handling of different materials.