

All Saint's Primary School, Skills Progression in Art and Design

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Artist		Picasso Paul Klee Joan Miro? Wassily Kandinsky?	Jolomo Morrison {Scottish painter} Andy Goldsworthy {natural art}? Frank Lloyd Wright {modern architecture}?	Vincent Van Gogh David Hockney Richard O'Neil Barbara Hepworth Yann Arthus Bertrand Marc Quinn? {British sculptor}? Michelle Reader {recycled materials}?? Brendan Jamieson {contemoray sculpture}? Francis Bacon {colour mixing – skin tones}?		Claude Monet William Morris Anthony Eyton {Bathing at Dasashvamedh} Vivienne Westwood {fabrics comparison}? Jennifer Angus {insect repeated patterns}? Michel Basquait {colour missing and mixed media}?	
Warm up	At the start of each individual unit of work or topic, all children in each year group should start the session with drawing activities such as observational drawing using age appropriate techniques. These techniques include; drawing with line, tone, shading, using a range of pencils, graphite and charcoal. These activities could ideally link to the topic being studied.						
Exploring Developing Ideas		<ul style="list-style-type: none"> Work from observation and known objects. Describe an opinion about and artist. Ask questions about a piece of work. 	<ul style="list-style-type: none"> Create a piece of art in response to an artist. Suggest how artists have used colour, pattern and shape. Begin to record ideas in sketchbooks. 	<ul style="list-style-type: none"> Compare the work of different artists. Recognise when art is from different cultures. Recognise when art is from different periods. 	<ul style="list-style-type: none"> Explain some of the features of art from historical periods. Experiment with the styles used by other artists. 	<ul style="list-style-type: none"> Know how to express emotion in my art. Research the work of an artist and use their work to replicate a style. 	<ul style="list-style-type: none"> Explain why I have chosen specific techniques and tools. Explain the style of my work and how it has been influenced by a famous artist. Use feedback to make amendments and improvements.

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Drawing	<ul style="list-style-type: none"> ○ Begin to use a variety of drawing tools – e.g. finger, stick, pencil, coloured pencils, pastels, chalk. ○ Use drawings to tell a story from retelling or from imagination. ○ Investigate different lines - thick, thin, wavy, straight. ○ Explore different textures and experiment with mark making to illustrate these. ○ Ensure sensitivity and visual awareness. ○ Encourage accurate drawings of people that include all the visible parts of the body. (head, hands, fingers, where are they?) 	<ul style="list-style-type: none"> ○ Use pencil to create lines of different thicknesses – straight, wavy, smooth ○ Create simple drawings from observation. ○ Use a variety of tools: pencils, crayons, pastels, felt tips, wax crayons and charcoal. ○ Encourage accurate drawings of natural world and people. 	<ul style="list-style-type: none"> ○ Choose and use 3 different grades of pencil when drawing. ○ Use charcoal pencil and pastel to create art ○ Use a viewfinder to focus on a specific part of artefact before drawing it. ○ Use sketchbooks to record observations and ideas. ○ Continue to draw a way of recording experiences and feelings. ○ Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark. 	<ul style="list-style-type: none"> ○ Know how to show facial expressions in art. ○ Use sketches to produce a final piece of art. ○ Use different grades of pencil to shade and to show different tones and textures. ○ Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. ○ Encourage more accurate drawings of people – particularly faces looking closely at where feature and the detail they have. 	<ul style="list-style-type: none"> ○ Encourage more accurate drawings of whole people, building on their work on facial features {expressions} to include proportion, placement and shape of body. ○ Use line, tone, shape and colour to represent figures and forms in movement. ○ Develop shadows. ○ Identify and draw the effect of light (shadows) on a surface, on objects and people. ○ Introduce the concepts of scale and proportion. ○ Work on a variety of scales, A4 (wrist movement), larger (to involve development of arm and upper body movement and visual perceptions) 	<ul style="list-style-type: none"> ○ Use shading to create mood and feeling. ○ Show use of cross hatching, pointillism and use of rubber to draw/highlight/smudge. ○ Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. 	<ul style="list-style-type: none"> ○ Develop more abstract representation ○ Introduce perspective, fore/back and middle ground ○ Introduce the concept of perspective. ○ Work on a variety of scales and collaboratively. ○ Independently selects materials and techniques to use to create a specific outcome.

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<u>Painting / Using colour</u>	<ul style="list-style-type: none"> ○ Experiencing and using primary colours predominantly – to ensure they know their names. ○ Allow for experimentation of mixing, but no formal teaching of mixing colour to make new colours. ○ Learn the names of different tools that bring colour, glue, pastels, and paint, felt tips, crayons. ○ Uses a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers. 	<ul style="list-style-type: none"> ○ Name the primary and secondary colours ○ Mix primary colours to make secondary colours ○ Hold a paintbrush correctly ○ Ensure they know the names of all the colours. ○ Begin to introduce mixing of colours to make new colours. ○ Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark ○ Continues to explore applying colour with a range of tools for enjoyment 	<ul style="list-style-type: none"> ○ How to create brown with paint. ○ Create tints with paint by adding white. ○ Create tones with paint by adding black ○ Begin to describe colours by objects – ‘raspberry pink, sunshine yellow’ ○ Make as many tones of one colour as possible using primary colours and white. ○ Darken colours without using black ○ Mix colours to match those of the natural world – colours that might have a less defined name ○ Experience using colour on a large scale, A3/A2 playground. 	<ul style="list-style-type: none"> ○ Use a range of brushes to create different effects. ○ Make and sue colour charts to compare variations of colour – tints and tones ○ Create a background using a wash. ○ Make colour wheels to show primary and secondary colours. ○ Begin to apply colour using dotting, scratching, splashing to imitate an artist. ○ Pointillism – control over coloured dots, so tone and shading is evident. 	<ul style="list-style-type: none"> ○ Show reflections in my art ○ Experiment with colour to create more abstract colour palettes {eg; blues for leaves} ○ Mix and match colours to those in a work of art. ○ Work with one colour against a variety of backgrounds. ○ Observe colours on hands and faces - mix flesh colours. ○ Advise and question suitable equipment for the task e.g. size of paintbrush 	<ul style="list-style-type: none"> ○ Explore using acrylic paints ○ Mark make with paint; dashes, blocks of colour, strokes, points ○ Develop fine brush strokes ○ Controlling and experimenting particular qualities of tone, shades, hue and mood. ○ Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. 	<ul style="list-style-type: none"> ○ Continue with acrylic paint ○ Independent choice of texture and surface. ○ Investigate working on canvas or fabric ○ Use colour to express moods and feelings. ○ Consider artists use of colour and application of it

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	<ul style="list-style-type: none"> ○ Make rubbings showing a range of textures and patterns. ○ Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay etc. ○ Produce simple pictures by printing objects. ○ Able to work from imagination and observation. ○ Imprint onto a range of textures – newspaper, coloured paper, plain paper, into clay and dough etc. ○ Print with block colours. 	<ul style="list-style-type: none"> ○ Create a repeating pattern in print. ○ Experiment with; finger, sponge, press print. ○ Create patterns and pictures by printing from objects using more than one colour. ○ Develop impressed images with some added pencil or decorative detail. ○ Relief printing - string, card, etc. ○ Use appropriate language to describe tools, process, etc. 	<ul style="list-style-type: none"> ○ Create a printed piece of art by pressing, rolling, rubbing and stamping. ○ Create order, symmetry, irregularity ○ Extends repeating patterns - overlapping, using two contrasting colours etc ○ Still prints with a growing range of objects, including manmade and natural printing tools ○ Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. 	<ul style="list-style-type: none"> ○ Take prints from objects to show texture eg. Make string print, corrugated card, leaves. Use to create a repeated pattern. ○ Use the equipment and media with increasing confidence. ○ Use relief and impressed printing processes. ○ Use sketchbook for recording textures/patterns. ○ Discuss own work and that of other artists. ○ Explores images through monoprinting on a variety of papers ○ Explore colour mixing through overlapping colour prints deliberately. 	<ul style="list-style-type: none"> ○ Blend 2 colours when printing. ○ Use sketchbook for recording textures/patterns. ○ Interpret environmental and manmade patterns and form ○ Discuss the nature of effects able to modify and adapt print as work progresses. ○ Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc 	<ul style="list-style-type: none"> ○ Design and create a print motif to be turned in to a printing block image using e.g. polystyrene press print and rollers ○ Experiment with ideas, to plan in sketchbook. ○ Experienced in producing pictorial and patterned prints. ○ Designs prints for fabrics, book covers and wallpaper ○ Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper) ○ Discuss and evaluate own work and that of others. {Morris} 	<ul style="list-style-type: none"> ○ Explore mono printing. Use Access Art website ideas. ○ Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief ○ Recreates a scene remembered, observed or imagined, through collage printing ○ Screen printing ○ Explore printing techniques using by various artists.

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3D Form / Sculpture	<ul style="list-style-type: none"> ○ Handling, feeling, manipulating materials ○ Constructing and building from simple objects ○ Pulls apart and reconstructs ○ Able to shape and model from observation and imagination. ○ Impress and apply simple decoration. ○ Simple language created through discussion of feel, size, look, smell etc 	<ul style="list-style-type: none"> ○ Look at sculptures and create using a range of materials including natural ○ Know how to cut, roll and coil materials {clay/dough} ○ Use both hands and tools to build ○ Use materials to make known objects for a purpose. ○ Carve into media using tools. ○ Pinch and roll coils and slabs using a modelling media. ○ Make simple joins by manipulating modelling material or pasting carefully. ○ Discussion of weight and texture. 	<ul style="list-style-type: none"> ○ Investigate clay; pinch, roll, coil, add detail using tools. ○ Know how to make a clay pot. ○ Awareness of natural and man-made forms and environments ○ Also able to shape and form from direct observation ○ Use a range of decorative techniques: applied, impressed, painted, etc. ○ Use a range of tools for shaping, mark making, etc. ○ Construct from found junk materials. ○ Replicate patterns and textures in a 3-D form. ○ Begin to make simple thoughts about own work and that of other sculptors. 	<ul style="list-style-type: none"> ○ Develop confidence in clay by adding greater detail ○ Investigate ways of joining – scratch and slip ○ Use the equipment and media with increasing confidence. ○ Shape, form, model and construct from observation and / or imagination with increasing confidence. ○ Plan and develop ideas in sketchbook and make simple choices about media. ○ Have an understanding of different adhesives and methods of construction ○ Begin to have some thought towards size ○ Simple discussion about aesthetics 	<ul style="list-style-type: none"> ○ Use wire/pipe cleaners to give strength and stability to 3D clay sculptures. ○ Create sculpture on a larger scale as a group ○ Plan and develop ideas in sketchbook and make informed choices about media. ○ Experienced surface patterns / textures. ○ Work safely, to organize working area and clear away. ○ Discuss own work and work of other sculptors with comparisons made. (Hepworth) ○ Consider light and shadow, space and size. ○ Investigate, analyse and interpret natural and manmade forms of construction. 	<ul style="list-style-type: none"> ○ Make masks from a range of cultures and traditions ○ Use sketchbook to inform, plan and develop ideas. ○ Shape, form, model and join with confidence. ○ Produce more intricate patterns and textures. ○ Work directly from observation or imagination with confidence. ○ Take into account the properties of media being used. ○ Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti, etc.) 	<ul style="list-style-type: none"> ○ Create human forms showing movement. ○ Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings

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	<ul style="list-style-type: none"> ○ Handling, manipulating and enjoying using materials ○ Simple collages, using paper, pasta, beans and larger tactile things. ○ Selects, sorts, tears and glues items down. 	<ul style="list-style-type: none"> ○ Know how to cut, roll and coil materials {paper} ○ Develop collage from a simple drawing using papers and materials ○ Simple paper and/or material weaving using a card loom. ○ Mix colours and paint strips of paper to weave with. ○ Add objects to the weaving - buttons, twigs, dried flowers. ○ Build on skills of using various materials to make collages –using some smaller items. ○ Use texture to provide information – e.g. manmade/natural materials, a ‘journey’ of where they have been etc. ○ Sorts according to specific qualities, e.g. warm, cold, shiny, smooth etc. ○ Discuss how textiles create things – curtains, clothing, decoration 	<ul style="list-style-type: none"> ○ Weave using different materials, eg. paper, recycled materials, natural, wool. ○ Use natural dyes for colour fabrics e.g. tea, red cabbage, beetroot, onion, spinach ○ Develop skills of overlapping and overlaying to create effects. ○ Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. ○ Simple appliqué work attaching material shapes to fabric with running stitches. ○ Start to explore other simple stitches - backstitch, cross-stitch. ○ Use various collage materials to make a specific picture. 	<ul style="list-style-type: none"> ○ Select colours for collage and reasons. ○ Learn how to overlap, and tessellate shapes ○ Dye fabrics for weaving. ○ Use smaller eyed needles and finer threads. ○ Use colour to express an idea in weaving - seasons, moods, or create a picture - swamp, seascape. ○ Awareness of the nature of materials and surfaces – fragile, tough, durable. ○ Tie dying, batik – ways of colouring or patterning material. 	<ul style="list-style-type: none"> ○ Sew simple stiches using a variety of threads and wools. ○ Use a wider variety of stitches to 'draw' with and develop pattern and texture – e.g. zig zag stitch, chain stitch, seeding. ○ Continue experimenting with creating mood, feeling, movement and areas of interest. ○ Look at fabrics from other countries and discuss. Compare with own. Discuss different types of fabric. 	<ul style="list-style-type: none"> ○ Overlapping and layering fabrics ○ Add collage to a painted background ○ Interpret stories, music, poems and use environment and townscapes as stimuli. ○ Select and use materials to achieve a specific outcome. ○ Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work. ○ Consider methods of making fabric. 	<ul style="list-style-type: none"> ○ Overlapping and layering and adding decoration to a range of materials ○ Create accurate backgrounds in collage ○ Plan and design a collage and materials to use. ○ Develops experience in embellishing, pooling together experiences in texture to complete a piece – applique, drawing, sticking, cutting, paint, weaving, layering etc. ○ Applies knowledge of different techniques to express feelings. ○ Use found and constructed materials. ○ Work collaboratively on a larger scale.