

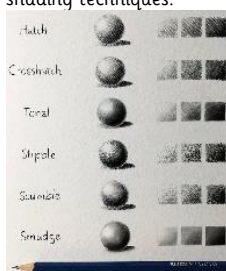









## Progression of Skills in Art and Design

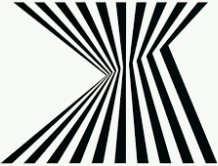
	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Making</b>		<p><b>Drawing</b> Exploring mark making using a variety of tools.</p> <p>Experimenting with line.</p> <p><b>Colour</b> Mixing primary colours to create secondary colours. Make a colour lighter or darker by adding white or black.</p> <p><b>Painting</b> Developing skill and control with painting. Using different brush sizes. Not always giving reasons for choice of brush.</p> <p><b>Materials</b> Use a range of materials to create a collage. Use ripping as a form of collage.</p> <p><b>Craft</b> Clay etching</p> <p><b>2D Printing</b> Print with a range of hard and soft materials. Make marks in print using found objects and basic tools.</p> <p>Create repeating patterns by printing. NC maths link.</p>	<p><b>Drawing</b> Exploring drawing techniques</p> <p>Beginning to apply tone to create form</p> <p>Developing skill and control with art materials including blending pastels.</p> <p><b>Colour</b> Mixing, refining and applying more sophisticated colours</p> <p><b>Painting</b> Improving painting skills, developing skill and control when painting.</p> <p>Choose particular size brushes and give reasons for choices.</p> <p><b>Materials</b> Using a range of materials to design and make products</p> <p><b>Craft</b> Using 3D clay to create 2D printed patterns and sculptural forms</p>	<p><b>Drawing</b> Identifying and representing subject matter.</p> <p>Using geometry and tonal shading.</p> <p>Drawing from observation.</p> <p>Develop practical skills by experimenting with, and testing the qualities of a range of different materials (pencil, charcoal, paint, clay) and techniques. Experiment with different grades of pencils.</p> <p><b>Colour</b> Creating tints and shades.</p> <p>Understand complimentary colours. Warm and cold colours.</p> <p><b>Painting</b> Developing ability to control the tonal quality of paint.</p> <p><b>Materials</b> Using a range of methods and materials to create puppets. Begin to use different types of stitch.</p> <p><b>Craft</b> Weaving using paper and other materials</p> <p>Tie dying</p> <p>Sewing</p>	<p><b>Drawing</b> Creating geometric and mathematical drawings</p> <p>Still life drawing with tone.</p> <p>Draws some familiar objects with correct proportions.</p> <p><b>Colour</b> Creating tints and shades.</p> <p>Understand complimentary colours. Warm and cold colours.</p> <p><b>Painting</b> Developing technical mastery of painting skills</p> <p>Use a range of different strokes and shades</p> <p><b>Materials</b> Making art from recycled materials</p> <p>Printing using different materials</p> <p>Learning how to present and display works of art</p> <p><b>Craft</b> Showing creativity in their choice of materials and composition.</p> <p>Creating sculptures. Plan a sculpture through drawing and other preparatory work.</p>	<p><b>Drawing</b> Drawing using the continuous line method</p> <p>Plans and completes extended sets of drawings in sketchbooks to plan a painting, print or 3d piece.</p> <p>Drawing from different perspectives</p> <p>Creating detailed drawings</p> <p><b>Colour</b> Mix colour to express mood, divide foreground from background or demonstrate tones.</p> <p>Be able to identify and work with complementary and contrasting colours.</p> <p><b>Painting</b> Further improving skill and control when painting</p> <p>Develop a painting from a drawing.</p> <p>Creating tonal paintings.</p> <p><b>Materials</b> Selecting materials for a given purpose.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p><b>Craft</b></p>	<p><b>Drawing</b> Creating detailed portraits using chiaroscuro techniques.</p> <p>Drawing for expression</p> <p>Still life using charcoal</p> <p>Drawing using a negative medium, identifying areas of light and dark</p> <p><b>Colour</b> Developing colour mixing and tonal shading with colour</p> <p>Painting in an impressionist style</p> <p><b>Painting</b> Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds etc.</p> <p><b>Materials</b> Creating photomontages, focussing on composition</p> <p>Using polyprint tiles to create repeating printed patterns</p> <p>Creating digital art using photography to create</p>

						<p>Work in 2d and 3d using wet felting techniques.</p> <p>Develop skills in using clay Inc. slabs, coils and slips.</p> <p><b>Printing</b></p> <p>Use relief or impressed method.</p>	<p>abstract and self portrait pieces.</p> <p><b>Craft</b> Expressing an idea or emotion through 3D clay sculpture</p> <p>Creating 3D sculptural forms from a purpose</p> <p><b>Printing</b></p> <p>Use relief or impressed method.</p>
<b>Generating Ideas</b>	<p>Know some of the names of the tools and techniques they use.</p> <p><b>Sketchbooks</b> Teacher led idea modelling through discussion</p> <p>Sketchbooks may be used voluntarily to record thoughts and ideas and experiment with materials</p> <p><b>Inspiration from others</b> Generating original ideas by looking at other artists' work</p> <p><b>Creating original artwork</b></p> <p>Exploring ideas through practical activities</p> <p>Creating original patterns and designs</p> <p>Be able to explore what they are doing</p>	<p><b>Sketchbooks</b> Teacher led idea modelling through discussion and sketching</p> <p>Sketchbooks may be used voluntarily to record thoughts and ideas, develop skills and experiment with materials</p> <p>Beginning to see some simple annotations of work in sketchbooks.</p> <p><b>Inspiration from others</b> Developing original artwork from other sources</p> <p>Studying natural forms in the world around them and relating it to their own artwork</p> <p><b>Creating original artwork</b> Working instinctively with clay to create unique designs</p> <p>Representing themselves through art</p> <p>Creating art on themes of personal interest</p>	<p><b>Sketchbooks</b> Using sketchbooks to generate ideas and observations</p> <p>Expressing thoughts and observations in sketchbooks</p> <p>Making records of experiments with various materials</p> <p>Gather and review information, references and resources related to their ideas and intentions.</p> <p><b>Inspiration from others</b></p> <p>Expressing original thoughts and ideas about the art of others –</p> <p><b>Creating original artwork</b></p> <p>Representing themselves and their family through their art.</p> <p>Controlling materials to achieve a desired effect.</p> <p>Know how to explain the ways of using some of the</p>	<p><b>Sketchbooks</b> Using sketchbooks for planning and refining ideas</p> <p>Recording ideas for materials and composition</p> <p>Developing skill and technique using various media in sketchbooks</p> <p>Evaluate in sketchbooks through short annotations and/or written evaluations.</p> <p><b>Inspiration from others</b> Using literary sources to convey ideas through art.</p> <p>Work from a variety of sources including photographs and digital images.</p> <p><b>Creating original artwork</b> Expressing thoughts and feelings through tactile creation of own work</p> <p>Manipulating composition and materials to achieve a desired effect</p>	<p><b>Sketchbooks</b> Working collaboratively to explore ideas for meeting a design brief.</p> <p>Developing and discuss ideas through sketches.</p> <p>Enhancing knowledge of skill and technique using various media in sketchbooks.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations, develop ideas, testing materials, planning and recording information.</p> <p>Research and evaluation evidenced in sketchbooks through annotations of work, recording of ideas and written evaluations.</p> <p><b>Inspiration from others</b> Using the work of artists to explore own ideas</p> <p>Expressing ideas and feelings about familiar products</p> <p><b>Creating original artwork</b></p>	<p><b>Sketchbooks</b> Developing and discuss ideas through sketches</p> <p>Make personal investigations of interests and record observations in sketchbooks</p> <p>Record experiments with various media and try out techniques and processes in sketchbooks before applying them.</p> <p>Confidently uses sketchbook for a variety of purposes including: recording observations, develop ideas, testing materials, planning and recording information.</p> <p>Research and evaluation evidenced in sketchbooks through annotations of work, recording of ideas and written evaluations.</p> <p><b>Inspiration from others</b> Learning ways that artists represent their ideas through painting</p> <p>Developing personal, imaginative responses to a theme</p>	

			<p>Making sensible choices.</p> <p>Deliberately choose to use particular techniques and/or tools.</p>	<p>tools and techniques they have chosen to work with.</p>	<p>Representing ideas from multiple viewpoints and perspectives</p>	<p>Designing new architectural forms to satisfy their own ideas and intentions.</p> <p>Designing and inventing new products.</p> <p>Linking artwork to literary sources.</p> <p>Creating ideas for inventions for a purpose.</p> <p>Confidently investigate and exploit the potential of new and unfamiliar materials (pencil, charcoal, clay and paint). For example, try out several different ways of using tools and materials that are new to them.</p>	<p><b><u>Creating original artwork</u></b> Expressing ideas about art through messages, graphics, text and images</p> <p>Producing personal interpretations of cherished objects</p> <p>Expressing their own ideas and feelings through pattern</p> <p>Creating imaginative and expressive 3D forms to convey meaning</p>
<b>Formal Elements</b>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Learning the names of the primary colours and that they can be mixed to make secondary colours</p> <p>Creating and describing different shades of one colour using paint</p> <p>Choose certain colours and give some reasons for those choices.</p> <p><b><u>Form and space</u></b> Developing language and understanding of form and space through whole class sculpture. Children to use plasticine or playdough/salt dough in Y1.</p> <p><b><u>Line</u></b> Using and expressing line to represent a landscape and water</p> <p>Learning the vocabulary to describe different types of</p>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Developing their knowledge of mixing primary colours to create secondary colours (paint and pastels)</p> <p>Describing their use of colour to achieve a specified intention.</p> <p><b><u>Form and Space</u></b> Extending their ability to articulate 3D form and space through practical activities.</p> <p>Creating 3D drawings</p> <p><b><u>Line</u></b> Drawing lines with increased skill, awareness and control</p> <p>Create their own lines.</p> <p><b><u>Pattern</u></b> Creating a pattern of their choosing</p>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Experimenting with and discussing the pigments in natural products to make different coloured paints</p> <p>Increasing awareness of manipulating paint to achieve more accurate colours and shades</p> <p>Articulating their understanding of application of colour to paint sculptural forms</p> <p><b><u>Form and space</u></b> Developing ability to describe and model form in 3D using a range of materials.</p> <p><b><u>Line</u></b> Expressing line in different ways to express geometric and organic forms</p>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Analysing and describing the use of colour within artists' work</p> <p>Manipulating colour and pattern to create prints</p> <p>Describing how great artists mixed and applied paint</p> <p><b><u>Form and Space</u></b> Analysing and describing the use of form within artists' work</p> <p>Further extending their ability to describe and model form and space in 3D using a range of materials.</p> <p><b><u>Line</u></b> Analysing and describing the use of line within artists' work</p> <p>Using knowledge of lines of symmetry to help draw accurate shapes</p>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Analysing and describing the use of colour within artists' work</p> <p>Manipulating colour and pattern to create prints</p> <p>Describing how great artists mixed and applied paint</p> <p><b><u>Form and Space</u></b> Analysing and describing the use of form within artists' work</p> <p>Further extending their ability to describe and model form and space in 3D using a range of materials.</p> <p><b><u>Line</u></b> Analysing and describing the use of line within artists' work</p> <p>Using knowledge of lines of symmetry to help draw accurate shapes</p>	<p><b><u>Formal elements</u></b> <b><u>Colour</u></b> Defining and using more complex colours</p> <p>Selecting and mixing colours to depict own thoughts, feelings and intentions</p> <p><b><u>Form and Space</u></b> Make progress in their ability to describe and model form and space in 3D using a range of materials.</p> <p><b><u>Line</u></b> Extending and expressing drawings using a developing understanding of line</p> <p>Drawing using the continuous line method</p> <p><b><u>Pattern</u></b> Constructing images through various methods to further their knowledge and understanding</p> <p><b><u>Shape</u></b></p>	<p><b><u>Colour</u></b> Selecting colours to accurately reflect objects in a still life composition</p> <p>Expressing feelings, emotions and events through colour mixing</p> <p>Recreating colours used by impressionist painters</p> <p><b><u>Form and Space</u></b> Conveying, expressing and articulating a message or emotion through 3D sculpture</p> <p>Analysing and evaluating an artists' use of form</p> <p>Use simple perspective in their work using a single focal point and horizon.</p> <p><b><u>Line</u></b> Articulating their deepening knowledge of line to create portraits</p>

		<p>lines: vertical, horizontal, crosshatched, wavy</p> <p>Experimenting with line</p> <p>Draw on a range of scales and different surfaces.</p> <p><b>Pattern</b> Exploring patterns in nature from observation</p> <p>Making patterns in a range of materials to develop their understanding</p> <p>Designing and creating own patterns</p> <p><b>Shape</b> Combining shapes to create artwork.</p> <p>Identifying, making and describing their use of shape for print</p> <p><b>Texture</b> Selecting, describing and using appropriate materials to create different textures</p> <p><b>Tone</b> Learning that tone refers to the lightness or darkness of something</p> <p>Developing understanding of use of different tints and shades to create simple tone in their work</p>	<p>Identifying and relating manmade and natural repeating patterns</p> <p>Learning a range of techniques to express their knowledge of repeating and nonrepeating pattern</p> <p><b>Shape</b> Composing geometric designs by adapting and synthesising the work of others –</p> <p><b>Texture</b> Identifying and describing different textures</p> <p>Selecting and using appropriate materials to create textures</p> <p><b>Tone</b> Experimenting with pencils to create more complex tones - learning that different ways of holding a pencil affects the tone created</p> <p>Using tone to create 3D form when drawing</p> <p>Which tool is best for creating a range of tones and shades?</p>	<p><b>Pattern</b> Constructing patterns through craft methods to further their knowledge and understanding</p> <p><b>Shape</b> Identifying 2D shapes within images and objects</p> <p>Identifying, drawing and labelling simple shapes found in everyday objects</p> <p>Creating and forming shapes from 3D materials</p> <p><b>Texture</b> Analysing and describing the use of texture within artists' work.</p> <p>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</p> <p>Create a mix media piece.</p> <p><b>Tone</b> Applying and blending charcoal to create more sophisticated areas of tone</p> <p>Learning and applying shading techniques.</p> 	<p><b>Pattern</b> Analysing and describing the use of pattern within artists' work</p> <p>Creating original outcomes through the use of colour and pattern, using geometric, repeating and symmetrical patterns</p> <p><b>Shape</b> Analysing and describing the use of shape within artists' work</p> <p>Expressing geometric compositions using mathematical shapes</p> <p><b>Texture</b> Using a range of materials to express more complex textures.</p> <p><b>Tone</b> Analysing and describing the use of tone within artists' work</p> <p>Using a variety of tones to achieve different effects</p> <p>Understanding of tone to create a 3D effect</p>	<p>Composing original designs by adapting and synthesising the work of others</p> <p>Analysing and evaluating an artists' use of shape</p> <p><b>Texture</b> Developing knowledge and understanding of texture through practical making activities.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p> <p>Experiment with using layers and overlays to create new colours/textures.</p> <p><b>Tone</b> Developing an increasing sophistication in the use of tone to describe objects when drawing from observation.</p> <p>Analysing and evaluating an artists' use of tone.</p>	<p>Developing continuous line drawing.</p> <p>Developing control, expression, shape, form and detail</p> <p>Adapting the techniques of other artists to create abstract drawings</p> <p><b>Pattern</b> Using knowledge and understanding of patterns to represent feelings and emotions</p> <p>Extending and articulating their knowledge of pattern from multiple sources to create sophisticated original artwork</p> <p><b>Shape</b> Sketching the key shapes objects from different angles when drawing still life.</p> <p>Imitating the techniques of other artists, they use simplified shapes and lines to create more abstract drawings.</p> <p>Use mathematical process when drawing.</p> <p><b>Texture</b> Understand how artists manipulate materials to create texture in a range of artwork.</p> <p>Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures.</p>
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				<p>Developing skill and control when using tone.</p>			<p>Experiment with using layers and overlays to create new colours/textures.</p> <p><b><u>Tone</u></b> Deliberately manipulating tone to portray emotions - using 'halo' and 'chiaroscuro' techniques.</p> <p>Confidently and strongly uses charcoals/pastels in response to light and dark, shadows and well lit areas.</p> <p>Increasing awareness of how to use tone to describe light and shade, contrast and shadow.</p>
<p><b>Knowledge of Artists</b></p>		<p><b><u>Knowledge of artists</u></b> Look at an artist's work and say what I like.</p> <p><b><u>Use of colour</u></b> Mark Rothko</p>  <p>Comparisons to other hot and cold paintings.</p>  <p><b><u>Line</u></b> Bridget Riley</p>	<p><b><u>Knowledge of artists</u></b> Begin to comment on why an artist has used particular colours, tones, shades, lines etc.</p> <p>How can I use what this artist has done in my own work?</p> <p><b>Paul Klee (Castle and the sun)</b> - Link to maths (shape). - Compare to other artists who use shape - Kandinsky/Mondrian.</p>  	<p><b><u>Knowledge of artists</u></b> Know about and describe the work of some artists, crafts people, architects and designers.</p> <p>Look at an artist's work and discuss my feelings.</p> <p>Grahame Baker Smith</p>  	<p>Look at an artist's work and discuss my feelings.</p> <p>Compare one artist, craft maker, architect to another.</p> <p><b>In depth study of Banksy. Political art.</b></p> 	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p> <p>Take account of their particular cultural context and intentions.</p> <p>Compare one artist, craft maker, architect to another.</p>	<p><b><u>Knowledge of artists</u></b></p> <p>Can annotate a work of art to record ideas and emotions using this to inform design ideas.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Compare one artist, craft maker, architect to another.</p> <p>Take account of their particular cultural context and intentions.</p> <p>Suggest the influence the artist/architect has had in today's world</p>

							
<b>Evaluation</b>		<p><b><u>Evaluation</u></b></p> <p>Recognising and describing key features of their own and the work of others.</p> <p>Describing what they think of the work of others.</p>	<p><b><u>Evaluation</u></b></p> <p>When looking at creative work, expressing clear preferences and giving some reasons for these using some basic language of art (formal elements).</p> <p>Compare ideas, methods and approaches in their own and other's work.</p> <p>Give peer feedback to help others improve.</p> <p>Show some understanding of the importance of evaluating and improving and not saying that a finished product can't be improved.</p>	<p><b><u>Evaluation</u></b></p> <p>Reflecting on preferences about their work in order to improve it.</p> <p>Take time to reflect in their sketchbooks upon what they like and dislike about their work in order to improve it.</p> <p>Discussing art using an increasingly sophisticated use of language (formal elements)</p>	<p>Using their own and other's opinions of their work to identify how to improve.</p> <p>Understand that a final piece can be improved and does not have to be perfect.</p> <p>Building a more complex vocabulary when discussing art (formal elements).</p> <p>Use technical skills to adapt and improve work.</p> <p>Articulate how they might improve their work using technical terms and reasons as a matter of routine.</p>	<p><b><u>Evaluation</u></b></p> <p>Regularly analysing and reflecting on their progress taking account of intentions and opinions.</p> <p>Developing a greater understanding of vocabulary when discussing their own and the work of others</p>	<p><b><u>Evaluation</u></b></p> <p>Giving reasoned evaluations of both their own and others' work which takes account of the starting points, intentions and context behind the work</p> <p>Using the language of art with greater sophistication to discuss art.</p> <p>Written evaluations evident in sketchbooks</p>