



**Skills Progression Document
Art and Design**

| | Year 1 and 2 | Year 3 and 4 | Year 5 and 6 |
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| Exploring and Developing Ideas | <ul style="list-style-type: none"> ▪ Record and explore ideas from first hand observations. ▪ Ask and answer questions about the starting points for their work. ▪ Develop their ideas – try things out, change their minds. ▪ Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. | <ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. | <ul style="list-style-type: none"> ▪ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. ▪ Question and make thoughtful observations about starting points and select ideas to use in their work. ▪ Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. |
| Evaluating and Developing Work | <ul style="list-style-type: none"> ▪ Review what they and others have done and say what they think and feel about it. ▪ Identify what they might change in their current work or develop in future work. | <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in journal. | <ul style="list-style-type: none"> ▪ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Annotate work in a journal. |
| Drawing | <ul style="list-style-type: none"> ▪ Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk. ▪ Control the types of marks made with the range of media. Lines and Marks ▪ Name, match and draw lines/marks from observations. ▪ Invent new lines. ▪ Draw on different surfaces with a range of media. Form and Shape ▪ Observe and draw shapes from observations. ▪ Draw shapes in between objects. | <ul style="list-style-type: none"> ▪ Experiment with ways in which surface detail can be added to drawings. ▪ Use journals to collect and record visual information from different sources. ▪ Draw for a sustained period of time at an appropriate level. Lines and Marks ▪ Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. ▪ Experiment with different grades of pencil and other implements to create lines and marks. | <ul style="list-style-type: none"> ▪ 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. ▪ Use a journal to collect and develop ideas. ▪ Identify artists who have worked in a similar way to their own work. |

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| | <ul style="list-style-type: none"> ▪ Invent new shapes. <p>Tone</p> <ul style="list-style-type: none"> ▪ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Texture</p> <ul style="list-style-type: none"> ▪ Investigate textures by describing, naming, rubbing, copying. | <p>Form and Shape</p> <ul style="list-style-type: none"> ▪ 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. <p>Tone</p> <ul style="list-style-type: none"> ▪ Experiment with different grades of pencil and other implements to achieve variations in tone. ▪ Apply tone in a drawing in a simple way. <p>Texture</p> <ul style="list-style-type: none"> ▪ Create textures with a wide range of drawing implements. ▪ Apply a simple use of pattern and texture in a drawing. | <p>Lines, Marks, Tone, Form and Texture</p> <ul style="list-style-type: none"> ▪ 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. ▪ Explore colour mixing and blending techniques with coloured pencils. ▪ Use different techniques for different purposes i.e. shading, hatching within their own work. ▪ Start to develop their own style using tonal contrast and mixed media. <p>Perspective and Composition</p> <ul style="list-style-type: none"> ▪ Begin to use simple perspective in their work using a single focal point and horizon. ▪ 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. |
| <p style="text-align: center;">Digital Media</p> | <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ lines by changing the size of brushes in response to ideas; ▪ shapes using eraser, shape and fill tools; and ▪ colours and texture using simple filters to manipulate and create images. ▪ Use basic selection and cropping tools. | <ul style="list-style-type: none"> ▪ Record and collect visual information using digital cameras and video recorders. ▪ Present recorded visual images using software. ▪ Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision. ▪ Change the type of brush to an appropriate style. ▪ Create shapes by making selections to cut, duplicate and repeat. ▪ Experiment with colours and textures by using effects and simple filters to | <ul style="list-style-type: none"> ▪ Record, collect and store visual information using digital cameras etc. ▪ 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. ▪ Create layered images from original ideas. |

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| | | manipulate and create images for a purpose. | |
| Painting | <ul style="list-style-type: none"> ▪ 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 e.g. layering, mixing media, scrapping through. ▪ Name different types of paint and their properties. <p>Colour</p> <ul style="list-style-type: none"> ▪ Identify primary and secondary colours by name. ▪ Mix primary shades and tones. ▪ Mix secondary colours. <p>Texture</p> <ul style="list-style-type: none"> ▪ Create textured paint by adding sand, plaster. | <ul style="list-style-type: none"> ▪ Experiment with different effects and textures including 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. <p>Colour</p> <ul style="list-style-type: none"> ▪ Mix colours and know which primary colours make secondary colours. ▪ Use more specific colour language. ▪ Mix and use tints and shades. | <ul style="list-style-type: none"> ▪ 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. <p>Colour</p> <ul style="list-style-type: none"> ▪ Mix and match colours to create atmosphere and light effects. ▪ Be able to identify and work with complementary and contrasting colours. |
| Printing | <ul style="list-style-type: none"> ▪ Print with a range of hard and soft materials e.g. corks, pen barrels, sponge. ▪ 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 with press print. ▪ Design more repetitive patterns. <p>▪ Colour</p> <ul style="list-style-type: none"> ▪ Experiment with overprinting motifs and colour. <p>▪ Texture</p> <ul style="list-style-type: none"> ▪ Make rubbings to collect textures and patterns. | <ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method. ▪ Create repeating patterns. ▪ Print with two colour overlays. | <ul style="list-style-type: none"> ▪ Create printing blocks by simplifying an initial journal idea. ▪ 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. |

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| <p>Textiles</p> | <ul style="list-style-type: none"> ▪ 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. ▪ Colour ▪ Apply colour with printing, dipping, fabric crayons. ▪ Create and use dyes i.e. onion skins, tea, coffee. ▪ Texture ▪ Create fabrics by weaving materials i.e. grass through twigs. | <ul style="list-style-type: none"> ▪ Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects. ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with paste resist. | <ul style="list-style-type: none"> ▪ Use fabrics to create 3D structures. ▪ 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. |
| <p>3D</p> | <ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Explore sculpture with a range of malleable media. ▪ Manipulate malleable materials for a purpose, e.g. pot, tile. ▪ Understand the safety and basic care of materials and tools. ▪ Form ▪ Experiment with constructing and joining recycled, natural and manmade materials. ▪ Use simple 2-D shapes to create a 3-D form. ▪ Texture ▪ Change the surface of a malleable material e.g. build a textured tile. | <ul style="list-style-type: none"> ▪ 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. ▪ Use papier mache to create a simple 3D object. | <ul style="list-style-type: none"> ▪ 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 including slabs, coils, slips, etc. ▪ Produce intricate patterns and textures in a malleable media. |
| <p>Collage</p> | <ul style="list-style-type: none"> ▪ Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. | <ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. | <ul style="list-style-type: none"> ▪ Add collage to a painted, printed or drawn background. ▪ Use a range of media to create collages. |

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| | <ul style="list-style-type: none">▪ 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.▪ Colour▪ Collect, sort, name match colours appropriate for an image.▪ Shape▪ Create and arrange shapes appropriately.▪ Texture▪ Create, select and use textured paper for an image. | <ul style="list-style-type: none">▪ Use collage as a means of collecting ideas and information and building a visual vocabulary. | <ul style="list-style-type: none">▪ 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. |
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