



Saint Thomas More Catholic Primary School

Art and Design – Progression of skills



	EYFS (EYFS skills)	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)							
Generic skills – should be covered in all art units of work	Children safely use and explore a variety of materials, tools and techniques, experiment with colour, design, texture, form and function. Children represent their own ideas, thoughts and feelings. Children learn what they have learnt about media and materials in original ways, thinking about uses and purposes.	Record, explore and experiment with 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 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		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.		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 sketchbook.								
								Research artists, compare and evaluate their work						
								Critique others' work respectfully and be tolerant of other people's opinions						

Collage 	Handling, manipulating and enjoying using materials Sensory experience Simple collages	KS1 Continuous Provision 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 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	Year 4: Bayeux Tapestry 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	Year 5: Collage Klimt 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
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Drawing



Begin to use a variety of drawing tools
Use drawings to tell a story
Investigate
Different lines
Explore different textures
Encourage accurate drawings of people

Cycle A

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. Use differently textured and sized media.

Shape

Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

Tone

Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture

Investigate textures by describing, naming, rubbing, copying.

Year 3: Landscapes

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.

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.

Form and Shape

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.

Tone

Experiment with different grades of pencil and other implements to achieve variations in tone.

Apply tone in a drawing in a simple way.

Texture

Create textures with a wide range of drawing implements.
Apply a simple use of pattern and texture in a drawing.

Year 5: Blitz Artists

Year 6: Walk through Life

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 sketchbook to collect and develop ideas.

Identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture

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.

Perspective and Composition

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

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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>Painting</p> 	<p>Experimenting with and using primary colours Naming mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on Paper</p> <p>Repeating patterns irregular painting patterns Simple symmetry</p>	<p><u>Year Cycle B: Mondrian</u></p> <p>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, scraping through 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</p>	<p><u>Year 3: Cave Paintings</u></p> <p>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. <u>Colour</u> Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades</p>	<p><u>Year 5: Blitz Artists</u></p> <p>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> <p><u>Colour</u> Mix and match colours to create atmosphere and light effects Be able to identify primary secondary, complementary and contrasting colours Work with complementary colours</p>
<p>Printing</p> 	<p>Rubbings Print with variety of objects Print with block colours</p>	<p><u>Cycle A: Printing</u></p> <p>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 Colour Experiment with overprinting motifs and colour Texture Make rubbings to collect textures and patterns</p>	<p><u>Year 6: Hokusai</u></p> <p>Create printing blocks by simplifying an initial sketch book idea Use relief or impressed method Create prints with two or three overlays</p> <p>Work into prints with a range of media e.g. pens, colour pens and paints</p>	
<p>3-D and sculpture</p> 	<p>Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model</p>	<p><u>Cycle B</u></p> <p>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</p>	<p><u>Year 4: Greek pots</u></p> <p>Shape, form, model, plan, design and make models from observation or imagination</p> <p>Use recycled, natural and man-made materials to create sculptures</p> <p>Join clay adequately and construct a simple base for extending and modelling other shapes</p> <p>Create surface patterns and textures in a malleable material Use papier mache to create a simple 3D object</p> <p>Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Produce intricate patterns and textures in a malleable media</p>	

