

Art and Design Skills Progression
Bolton-on-Swale St Mary's CE Primary School

EYFS	Key Stage One National Curriculum objectives.	Key Stage Two National Curriculum objectives.
<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To create sketch books to record their observations and use them to review and revisit ideas. • To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) • About great artists, architects and designers in history.

EYFS	Year 1 /Year 2	Year 3 /Year 4	Year 5 /Year 6
Exploring and Developing Ideas			
<p>Children start to understand how ideas are developed through processes.</p> <p>Children share their learning and skills with others, receive and offer feedback to improve.</p>	<p>Respond positively to ideas and starting points.</p> <p>Explore ideas and collect information.</p> <p>Describe differences and similarities and make links to their own work.</p> <p>Try different materials and methods to improve.</p> <p>Use key vocabulary: work, work of art, idea, starting point, observe, focus, design, improve.</p>	<p>Use sketchbooks to record ideas.</p> <p>Explore ideas from first-hand observations.</p> <p>Question and make observations about starting points, responding positively to suggestions.</p> <p>Adapt and refine ideas.</p> <p>Use key vocabulary: line, pattern, texture, form, record, detail, question, observe, refine.</p>	<p>Review and revisit ideas in their sketchbooks.</p> <p>Offer feedback using technical vocabulary.</p> <p>Think critically about their art and design work.</p> <p>Use digital technology as sources for developing ideas.</p> <p>Use key vocabulary: sketchbook, develop, refine, texture, shape, form, pattern, structure.</p>

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Drawing			
<p>Use a variety of drawing tools indoors and outdoors to mark make.</p> <p>Develop accuracy when drawing.</p>	<p>Begin to control lines to create simple drawings from observations.</p> <p>Draw on smaller and larger scales.</p> <p>Begin to add detail to line drawings.</p> <p>Draw lines of varying thickness.</p> <p>Use dots and lines to demonstrate pattern and texture.</p> <p>Use different materials to draw, for example pastels, chalk, felt tips.</p> <p>Use key vocabulary: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.</p>	<p>Use sketchbooks to record drawings from observation.</p> <p>Draw on a range of scales.</p> <p>Include increased detail within work.</p> <p>Use tracing.</p> <p>Experiment with showing line, tone and texture with different hardness of pencils.</p> <p>Use shading to show light and shadow effects.</p> <p>Use different materials to draw, e.g. pastels, chalk, felt tips,</p> <p>Show an awareness of space when drawing.</p> <p>Use key vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline.</p>	<p>Use first hand observations using different viewpoints, developing more abstract representations.</p> <p>Introduce perspective, fore/back and middle ground.</p> <p>Investigate proportions.</p> <p>Use a variety of tools and select the most appropriate.</p> <p>Work indoors and outdoors.</p> <p>Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching.</p> <p>Use key vocabulary: line, texture, pattern, form, shape, tone, smudge, blend, mark, hard, soft, light, heavy, mural, fresco, portrait, graffiti.</p>

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Painting			
<p>Name colours.</p> <p>Experiment with primary colours and colour mixing.</p> <p>Use a range of tools to make coloured marks.</p>	<p>Experiment with different brushes (including brushstrokes) and other painting tools.</p> <p>Consider consistency when applying paint.</p> <p>Name the primary and secondary colours.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white and black to alter tints and shades.</p> <p>Use key vocabulary: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.</p>	<p>Use varied brush techniques to create shapes, textures, patterns and lines.</p> <p>Mix colours effectively using the correct language, e.g. tint, shade, primary and secondary.</p> <p>Begin to experiment with colour to create more abstract colour palettes.</p> <p>Explore complementary and opposing colours in creating patterns.</p> <p>Experiment with watercolour, exploring intensity of colour to develop shades.</p> <p>Create different textures and effects with paint.</p> <p>Use key vocabulary: colour, foreground, middle ground, background, abstract, emotion, warm, blend, mix, line, tone, fresco.</p>	<p>Create a colour palette, demonstrating mixing techniques.</p> <p>Use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces.</p> <p>Build on previous work with colour by exploring intensity.</p> <p>Develop watercolour techniques.</p> <p>Explore using limited colour palettes.</p> <p>Mark make with paint (dashes, blocks of colour, strokes, points).</p> <p>Develop fine brush strokes.</p> <p>Use key vocabulary: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.</p>

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Printing			
<p>Children experiment with a range of materials, tools and techniques, including rubbing and printing.</p>	<p>Use a variety of materials to print e.g. sponges, finger prints, block print.</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>Experiment with amounts of paint applied and develop control.</p> <p>use key vocabulary: colour, shape, printing, printmaking, woodcut, relief printing, objects.</p>	<p>Use more than one colour to layer in a print.</p> <p>Replicate patterns from observations.</p> <p>Make printing blocks.</p> <p>Make repeated patterns with precision.</p> <p>Use key vocabulary: line, pattern, texture, colour, shape, block printing ink, polystyrene printing tiles.</p>	<p>Design and create printing blocks/tiles.</p> <p>Develop techniques in mono, block and relief printing, callagraph printing.</p> <p>Create and arrange accurate patterns.</p> <p>Investigate techniques from paper printing to work on fabrics.</p> <p>Use key vocabulary: hammering, pattern, shape, tile, colour, arrange, collagraph. Mono block, relief printing.</p>

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Sculpture			
<p>Begin to make 3D sculptures by exploring playdough.</p> <p>Explore: pressing, rolling, cutting, pinching, stretching, twisting.</p>	<p>Begin to form own 3D pieces.</p> <p>Use a variety of natural, recycled and manufactured materials for sculpting, e.g. clay, straw and card.</p> <p>Investigate clay/ play dough/ plasticine.</p> <p>Use a variety of techniques, e.g. rolling, cutting, pinching.</p> <p>Use a variety of shapes, including lines and texture.</p> <p>Use key vocabulary: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, installation, shapes, materials, pyramid, abstract, geometric.</p>	<p>Cut, make and combine shapes to create recognisable forms.</p> <p>Use clay and other malleable materials and practise joining techniques.</p> <p>Add materials to the sculpture to create detail;</p> <p>Use key vocabulary: rectangular, concrete, terrace, architect, 2D shape, brim, peak, buckle, edging, trimmings, shape, form, shadow, light, marionette puppet. For instance:</p> <p>Develop confidence working with clay adding greater detail and texture.</p> <p>Add colour once clay is dried. Investigate ways of joining clay - scratch and slip.</p>	<p>Plan and design a sculpture.</p> <p>Use tools and materials to carve, add shape, add texture and pattern.</p> <p>Develop cutting and joining skills, e.g. using wire, coils, slabs and slips.</p> <p>Use materials other than clay to create a 3D sculpture.</p> <p>use key vocabulary: form, structure, texture, shape, mark, soft, join, tram, cast.</p>

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Textiles			
<p>Children have the opportunity to look at and practice techniques, e.g. threading, weaving.</p>	<p>Show pattern by weaving.</p> <p>Use a dyeing technique to alter a textile's colour and pattern.</p> <p>Decorate textiles with glue or stitching, to add colour and detail.</p> <p>Use key vocabulary: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, dye, wax, crayons, ink, apply, set.</p>	<p>Select appropriate materials, giving reasons.</p> <p>Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Use key vocabulary: pattern, line, texture, colour, shape, stuffing, turn, thread, needle, textiles, decoration.</p>	<p>Experiment with a range of media by overlapping and layering in order to create texture, effect and colour.</p> <p>Add decoration to create effect. Introduce fabric block printing</p> <p>Create tie dye pieces combining two colours.</p> <p>Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.</p> <p>Use key vocabulary: fabric, weave, pattern.</p>

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Collage			
<p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, tissue paper.</p>	<p>Use a combination of materials that have been cut, torn and glued.</p> <p>Sort and arrange materials.</p> <p>Add texture by mixing materials.</p> <p>Develop tearing, cutting and layering paper to create different effects.</p> <p>Use key vocabulary: collage, squares, gaps, mosaic, features, cut, place, arrange.</p>	<p>Select colours and materials to create effect, giving reasons for their choices.</p> <p>Refine work as they go to ensure precision.</p> <p>Learn and practise a variety of techniques, e.g. overlapping, tessellation, mosaic and montage.</p> <p>use key vocabulary: texture, shape, form, pattern, mosaic.</p>	<p>Add collage to a painted or printed background.</p> <p>Create and arrange accurate patterns.</p> <p>Use a range of mixed media.</p> <p>Plan and design a collage.</p> <p>use key vocabulary: shape, form, arrange, fix.</p>

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Knowledge about artists			
<p>Children will begin to be introduced to the Key Artists taught in Key Stage 1.</p>	<p>Describe the work of famous, notable artists and designers.</p> <p>Express an opinion on the work of famous, notable artists.</p> <p>Use inspiration from famous, notable artists to create their own work and compare.</p> <p>Key artists: Pablo Picasso- Portraits Georges Seurat- Pointillism Kandinsky- colour mixing Michelle Reader- Sculptor Christopher Wren-Architect</p>	<p>Use inspiration from famous artists to replicate a piece of work.</p> <p>Reflect upon their work inspired by a famous notable artist and the development of their art skills.</p> <p>Express an opinion on the work of famous, notable artists and refer to techniques and effect;</p> <p>Consider work by contemporary textile artist Patricia Greaves (textiles)</p> <p>Key Artists: Patricia Greaves- textiles (links to dream catcher in Y3/Y4) Guiseppe Arcimboldo Painting</p>	<p>Give detailed observations about notable artists', artisans' and designers' work.</p> <p>Offer facts about notable artists', artisans' and designers' lives.</p> <p>Use the work of artists to replicate ideas or inspire own work e.g. consider William Morris detailed tiles - natural sources (colour)</p> <p>Look at the patterns/ optical illusions created by Optic artist Bridget Riley</p> <p>Key Artists: William Morris -Designer Lucy Pittaway- Local artist Mackenzie Thorpe- Local artist Bridget Riley- Optic Art Peter Thorpe - Abstract Art Christopher Wren-Architect (St Paul's Cathedral) Joseph Paxton –Architect (Crystal Palace, Great Exhibition)</p>