



## Art and Design

### Skills Progression from end of year points EYFS and Key Stage 1

	Reception	Year One	Year Two
Exploring and developing ideas	<p>(BEING IMAGINATIVE)</p> <ul style="list-style-type: none"> <li>Use what I have learnt about media and materials in original ways, thinking about uses and purposes.</li> <li>Represent my own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</li> </ul> <p>(EXPRESSIVE ARTS AND DESIGN)</p> <ul style="list-style-type: none"> <li>Develop my own ideas through selecting and using materials and working on processes that interest me.</li> <li>Through my explorations find out and make decisions about how media and</li> </ul>	<ul style="list-style-type: none"> <li>Respond to and use ideas my teacher gives me in art</li> <li>Choose, from different materials, what I want to use</li> <li>Talk about different artists and what is similar and different about their work</li> <li>Talk about the work of famous artist I have studied and can say how I have used their ideas in my own work</li> </ul>	<ul style="list-style-type: none"> <li>Explore ideas by creating art work using different materials</li> <li>Choose, from different materials, what I want to use and what I want to do in art</li> <li>Design and make pictures and objects and it is clear what my art work represents.</li> <li>Use the techniques and practices of a range of artists to help me when I am developing my ideas</li> </ul>



	<p>materials can be combined and changed</p>		
Investigating and making	<p>(EXPRESSIVE ARTS AND DESIGN)</p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li></ul>	<ul style="list-style-type: none"><li>• Use a variety of materials e.g. paint, pencil, chalk, fabric and processes e.g. painting, drawing, sewing to communicate meaning in my work</li><li>• Design and make pictures and artefacts using a range of tools and techniques</li><li>• Make simple observational drawings of landscapes and people as accurately as possible</li><li>• Name primary and secondary colours</li><li>• Mix and explore using a range of colours to create pictures</li><li>• Create patterns and pictures by printing from objects using more than one colour.</li></ul>	<ul style="list-style-type: none"><li>• Investigate with and use a variety of materials and processes carefully to communicate my ideas in art</li><li>• Describe some of the characteristics of different kinds of art, craft and design</li><li>• Record my feelings, experiences and record observations using sketching as a way to communicate my ideas</li><li>• Mix tones and shades of colour and use these in my art work</li><li>• Choose and use different grades of pencils when drawing</li><li>• Use a range of tools for shaping and joining when creating 3D constructions and sculptures</li></ul>



		<ul style="list-style-type: none"><li>• Experiment with constructing and joining recycled, natural and manmade materials</li></ul>	<ul style="list-style-type: none"><li>• Experiment with pattern and print by arranging, folding, repeating, overlapping, regular and irregular shapes and shades of colour</li><li>• Use simple 2D shapes to create 3D forms</li></ul>
Evaluating and developing	<p>(BEING IMAGINATIVE)</p> <ul style="list-style-type: none"><li>• Talk about the ideas and processes which have led me to make music, designs, images or products.</li><li>• Talk about features of my own and others work, recognising the differences between them and the strengths of others.</li></ul>	<ul style="list-style-type: none"><li>• Say what I think and feel about my art work</li><li>• Describe what I think and feel about the art work of others</li><li>• Beginning to say how my work is similar or different to the artist, craft-makers and designers I have studied</li></ul>	<ul style="list-style-type: none"><li>• Talk about the differences between my own and others' art work</li><li>• Suggest ways that I could make my art work better</li><li>• Beginning to describe the differences and similarities between the work of the artists and craft makers I have studied</li><li>• Make comparisons between my work and the work of artist, craft-makers and designers I have studied</li></ul>



	<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>
Exploring and Developing	<ul style="list-style-type: none"><li>• Explore ideas and collect visual information from first hand observation and practical resources for my work in my sketch book</li><li>• Think of simple questions to ask about starting points and ideas that I can use in my work</li><li>• Choose from a range of materials provided for me to use when creating</li><li>• Beginning to explore the purposes of artists and crafts people at different times in history</li></ul>	<ul style="list-style-type: none"><li>• Select and record visual information from first hand observation, experience and my imagination and explore different ideas for my work</li><li>• Ask questions and make thoughtful observations about the work of artists and crafts people and designers and select ideas to use in my work</li><li>• Use information gathered in my visual diary to make choices about what I want to do in art</li><li>• Explore the roles and purposes of artists and crafts people from different cultures and from different times in history</li></ul>	<ul style="list-style-type: none"><li>• Select and record visual information from first hand observation, experience and my imagination and explore different ideas for different purposes</li><li>• Ask questions and make thoughtful observations about the work of artists and crafts people and designers and select ideas and processes to use in my work</li><li>• Use quality materials and processes purposefully to suit the purpose of my work when designing and making</li><li>• Explore the roles and purposes of artists and crafts people from different cultures and</li></ul>



			from different times in history and use this information to help develop my work
Investigating and making	<ul style="list-style-type: none"><li>● Investigate visual and tactile qualities in materials and processes to develop my practical skills</li><li>● Use different media to achieve variations in line, tone, texture, colour, shape and pattern</li><li>● When painting, I can experiment with different effects and textures and use them for effect in my work</li><li>● Use different grades of pencils to shade and to show tones and textures</li><li>● Use a range of techniques including printing, dying, weaving, embroidery</li></ul>	<ul style="list-style-type: none"><li>● Communicate my ideas and meanings through my art work using a range of materials with increasing skills and precision.</li><li>● Sketch for sustained periods of time to record my feelings, experiences and observations showing a good level of skill</li><li>● Use a range of media to explore the relationship between line and tone, pattern and shape, line and texture</li><li>● When painting, I can make and match colours with increasing accuracy and can use these to create different effects and textures</li></ul>	<ul style="list-style-type: none"><li>● I can use my knowledge and understanding of materials and processes to communicate ideas and meanings in my art work</li><li>● I can create pictures and objects, combining and organising visual and tactile qualities to suit my intentions with skill and precision.</li><li>● I can use a range of media, with increasing accuracy, to explore line, tone, pattern, colour and shape and to create texture</li><li>● Successfully use shading to create mood and feeling and to express emotion in my work</li></ul>



	<p>and stitching for effect in my work</p> <ul style="list-style-type: none"><li>• Plan and create 3D designs using clay, wood, papier mache etc.</li><li>• <i>Work on my own and collaboratively with other on projects on a range of scales</i></li></ul>	<p>according to what is needed for my work</p> <ul style="list-style-type: none"><li>• Beginning to show an awareness that objects can be shown having a third dimension</li><li>• <i>Beginning to show an understanding of shape, space and form when working with 3D materials</i></li></ul>	<ul style="list-style-type: none"><li>• When painting, I can use my knowledge of primary and secondary, warm and cold, complementary and contrasting colours for effect</li><li>• Use a range of media to create collage</li><li>• I can describe the different qualities involved in modelling, sculpture and construction</li></ul>
<p>Evaluating and Developing Our Work</p>	<ul style="list-style-type: none"><li>• Describe the work of others commenting on their ideas and the purpose of their work</li><li>• Compare and contrast my work with that of others and say what I think and feel about it</li><li>• <i>Adapt my work according to the views of others and can describe how I can make improvements</i></li></ul>	<ul style="list-style-type: none"><li>• Comment on similarities and differences between my own work and others' work, and adapt and improve my own as a result</li><li>• Compare ideas, methods and approaches and make links with the work of artists and crafts people I have studied</li></ul>	<ul style="list-style-type: none"><li>• I can compare and comment on ideas, art techniques and ways of working used in my own and others' work</li><li>• I can research and use ideas from different people in my own work</li><li>• I can compare and comment on differing ideas, methods and approaches used by</li></ul>



	<ul style="list-style-type: none"><li>• Identify the techniques used by different artists</li><li>• Describe the differences and similarities between the work of the artists I have studied</li><li>• Recognise when art is from different cultures and historical periods and can explain how I know</li></ul>	<ul style="list-style-type: none"><li>• Adapt my work according to the views of others and can describe how I might develop my work further</li></ul>	<p>artist, crafts people and designers</p> <ul style="list-style-type: none"><li>• Adapt and improve my work to refine my ideas, skills and processes</li><li>• Annotate work in my visual diary in order to review my ideas</li></ul>
	Year Six		
Exploring and Developing	<ul style="list-style-type: none"><li>• Explore, experiment and respond to visual and other information in art and design and take creative risks</li><li>• Explore ideas and select relevant visual information, resources and other information from my art research to help me develop my work</li><li>• Use my technical knowledge and skills to manipulate the qualities</li></ul>		



	<p>of materials and processes when designing and making</p> <ul style="list-style-type: none"><li>● Consider and discuss ideas, methods and approaches used by artists, crafts people and designers, relating these to both the context and the purpose of my work</li></ul>		
Investigating and making	<ul style="list-style-type: none"><li>● Manipulate materials and processes to communicate ideas and meanings and create pictures and objects, matching visual and tactile qualities to their intentions</li><li>● Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape in my work</li><li>● Work from a variety of sources, showing an</li></ul>		



	<p>awareness of how paintings are created</p> <ul style="list-style-type: none"><li>• Use different techniques, colours and textures when designing and making pieces of work</li><li>• Create sculptures and constructions with increasing independence showing an understanding of tools and techniques required</li></ul>		
Evaluating and Developing Our Work	<ul style="list-style-type: none"><li>• Compare and comment on differing ideas, methods and approaches used by great artist, crafts people and designers throughout history</li><li>• Evaluate my own work and the work of others', reflecting on my view of its purpose and meaning</li><li>• Use my visual diary as a record of my</li></ul>		



	<p>observations and use this to review and revisit my ideas</p> <ul style="list-style-type: none"><li>• Adapt and refine the ideas, processes and intentions in my work</li></ul>		
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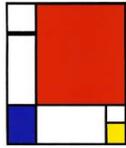
Art and Design Skills Progression and Artist Coverage KSI/2

Key Stage I	Autumn	Spring	Summer
Year One	<p><u>Drawing Me!</u> Pencil, painting.</p> <ul style="list-style-type: none"> <li>Line sketches, understanding facial feature proportions</li> <li>Large and short brushstrokes/pencil marks</li> <li>Primary and Secondary colours</li> </ul> <p>Pablo Picasso, Guiseppe Archimboldo</p> 	<p><u>Investigating Collage</u> Collage, weaving, texturizing.</p> <ul style="list-style-type: none"> <li>Textile weaving, knotting</li> <li>Creating texture by manipulating fabric and papers</li> <li>Creating repeating patterns</li> </ul> <p>Matisse's 'The Snail'</p>  <p>Paul Klee</p> 	<p><u>Junk and Sculpture</u> 3D modelling, clay, mixed junk materials.</p> <ul style="list-style-type: none"> <li>Joining materials</li> <li>Rolling, pinching and binding clay</li> <li>Using natural and manmade materials to create a 3D shape</li> </ul> <p>Antony Gormley</p>  <p>Louise Bourgeois</p> <p>'Maman'</p> 
Year Two	<p><u>Investigating Colour</u> Paint, pastels, chalk</p> <ul style="list-style-type: none"> <li>Creating tints by using white</li> </ul>	<p><u>Sculpture and 3D Art</u> Clay, observational sketching, junk and natural modelling</p>	<p><u>Still Life Surprises</u> Photography, collage, observational sketching, chalk, pastels</p>



- Mixing primary/secondary colours to become lighter/darker

Mondrian



- Picasso's 'Blue World'
- Van Gogh 'Sunflowers'

Kandinsky



- Pull, bind, twist and manipulate clay, using tools to add texture
- Use natural and manmade resources as a mixed media sculpture
- Line sketching that experiments with twisting and curly textures

Andy Goldsworthy



Amber Hiscott



- Create a viewfinder to explore sizing and proportions when sketching
- Understand the difference between landscape and portrait
- Select and mix colours to match an illustration

Paul Cezanne



Harmen Steenwyck



Key Stage 2

Portraits, Paintings and Sculptures

Powerful Art; Pop Art, Comic Strips

Patterns and Print

Year  
Three

Sketching, paint, clay.

- Choosing colour to reflect mood
- Sketching tones, light and dark strokes

Vincent Van Gogh



Cezanne, Matisse



Paint, pastels, chalks.

- Shading with tonal hues selecting pastel and chalk (B&W and colour)
- Painting through secondary colours

Edvard Munch



Roy Lichtenstein, Andy Warhol



Printmaking; string and screen, tiles, ICT. Paint and ink.

- Explore colour washing, rotating and mixing ink colours
- Practice stippling, rolling to produce a screen print.
- Learn of different 'printing', Styrofoam, lino, block making

William Morris



Hokusai, Andy Warhol



Lino prints from William Blake



Year Four

Patterns - Tapestries

Weaving, loom, collage.

- Create larger murals from selected colours and sizes
- Exploring colour expression through pattern
- Explore the processes of ancient bindings such as loom and braiding

'Viking' and Anglo-Saxon tapestries

Stained glass windows



Georges Seurat

Matisse's 'Icarus'



Landscapes – Architects and

Designers

Observational sketching, clay, paper, papier mache.

- Interpret buildings and through line, form, texture.
- Use pencils and charcoals to form the lines of 3D objects – curves, zigzags, bold and light
- Linking, joining and cutting paper to form a 3d construction

Brunel



Ironbridge?

Sculpture and Pottery

Paint, observational sketching, junk modelling, clay.

- Use pencils and charcoals to mimic light and darkness on 3D objects
- Manipulate clay through using tools and gestures

Roman pottery



Auguste Rodin 'The Thinker'



Jeff Koons 'Balloon Dog'





Year Five

Digital Portfolio

**ICT, photography, paint**

- Combine tools and processes of medium to create multi-media art
- Explore light, shade and tone through photography
- Investigate dark and light and different tones

David Hockney



What a Performance!

**3D modelling; clay, sketching, paint.**

**Puppets; textiles, sewing.**

- Add depth to clay sculptures using tools
- Fold, plait, fringe flat materials to become 3d
- Mimic processes such as applique and quilting, sewing

**Theatrical masks and puppets  
'Thunder of Light' - Glenn Talio**



Japanese Noh, kabuki, tengu



Perspectives

**Painting, observational sketching.**

- Use of dark and light to create two-dimensional backgrounds
- Use of a horizon line to interpret depth

Henry Moore



Raoul Dufy



Other artists to consider for rural/urban landscapes:

*Constable, Gainsborough, Hockney, Turner, Heron, Sutherland, Leger, Escher*

Year Six

Digital Media:

Investigating Light  
**Portraits, photography, paint**

- Create a black hue using a range of darker shades
- Edit photographs into B&W, sepia, gradient tones
- Change the composition of a photograph through shadow making and artificial light

Claude Monet



Rembrandt



Landscapes

**Paint, observational sketching.**

- Sketch using a viewfinder to explore size, perspective and relative proportions
- Manipulate brush strokes to mimic textures, patterns and colour washes

David Hockney



Maurice Herault



Textiles

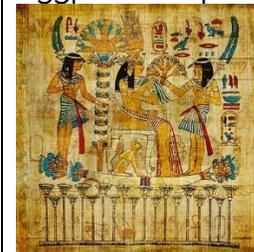
**Weaving, plaiting, scoobyng, braiding.**

- Craft woollen creations using a variety of combining techniques
- Dye fabrics by combining inks and paints
- Collaborate to produce an applique tapestry

Bayeux Tapestry



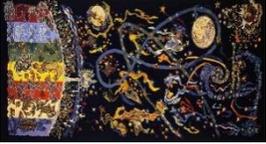
Egyptian tapestries and prints



Jean Lurcat



St Thomas CE Primary Academy

			
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