Clover Hill Primary School - Progression of Skills in Art and Design

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|  | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
| Exploring and developing ideas  (Ongoing) | To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and develop their ideas.  To explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures. | To record and explore ideas from first hand experience and imagination.  To ask and answer questions about the starting points for their work and the processes they have used; to develop their ideas.  To explore the difference and similarities within the work of artists, craftspeople and designers in different times and cultures. | 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 in different times and cultures. | 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 in different times and cultures. | 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 and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. | 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 and processes to use in their work.  Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. |
| Evaluating and developing work  (Ongoing) | Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  To use appropriate language when describing media, tools and techniques. | Review what they and others have done and say what they think and feel about it.  Identify what they may change in their current work or develop in their future work.  Annotate own work.  To use appropriate language when describing media, textures, colours, tools, process and techniques. | 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 own work.  To discuss own work and that of others using appropriate language.  To use appropriate language when describing skills. | 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 own work.  To discuss own work and that of others using appropriate language.  To use appropriate language when describing skills. | 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 own work.  To discuss own work and that of others using appropriate language.  To use appropriate language when describing skills and techniques. | 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 own work.  To discuss own work and that of others using appropriate language.  To use appropriate language when describing skills and techniques. |
| Drawing | To begin to record simple media explorations in a book.  To use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoals, chalk and other dry media.  To hold and use tools comfortably.  To produce lines of different tones using the same pencil.  To outline and record shape.  To begin to infill with coloured pencils.  To experience use of soft pastels and oil pastels.  To use pastels in different ways mixing and hatching.  To produce patterns and textures that replicate those in the real world.  To work on different types/sizes of paper and surfaces.  To use a computer art package. | To use a book to work out ideas for drawings.  To layer different media e.g. pencils, crayons, pastels, felt tips, charcoals, chalk.  Draw for a sustained period of time.  To control a pencil.  To produce a growing range of pattern and textures with a single pencil.  To develop a range of tones with a single pencil.  To produce an expanding range of patterns and textures that replicate those in the real world.  To use tools in different ways e.g. hatching, stippling, blending.  To solidly infill shapes using pencils and pastels.  To experience use of soft pastels and oil pastels.  To work on different types/sizes of paper and surfaces.  To develop use of a computer art package. | To experiment with different grades of pencils and other implements.  To produce a wide range of different patterns and textures.  To solidify infill shapes with coloured pencils and produce a range of tones.  To plan, refine and alter their drawings as necessary.  To use their sketchbook to collect and record visual information from different sources.  To draw for a sustained period of time at their own level.  To use different media to achieve variations in line, texture, tone, colour, shape and pattern. | To continue to experiment with different grades of pencils and other implements.  To continue to produce a wide range of different patterns and textures.  To control a pencil with confidence.  To make informed choices in drawing including paper and media.  To alter and refine drawings and describe changes using art vocabulary.  To collect images and information independently in a sketchbook.  To use research to inspire drawings from memory and imagination.  To explore relationships between line and tone, pattern and shape, line and texture. | To use a variety of source material for their work.  To work in a sustained and independent way from observation, experience and imagination.  To use a sketchbook to develop ideas.  To experience using a variety of drawing media.  To begin to use perspective in own work.  To select different techniques for different purposes, shading, hatching etc.  To explore colour mixing with coloured pencils. | To be able to process, adapt and change ideas for end pieces.  To demonstrate a wide variety of ways to make different marks with dry and wet media.  To identify artists who have worked in a similar way to their own work.  To develop ideas using different or mixed media, using a sketchbook.  To manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.  To explore colour mixing with coloured pencils and be using a wide tonal range in own work. |
| Painting | To hold and use a paintbrush comfortably.  To recognise and name primary colours.  To mix primary colours.  To mix and match colours to artefacts and objects.  To explore different types of paint.  To create a range of marks with a variety of paint brushes.  To create marks with a variety of tools, fingers, cars, twigs etc.  To create different textures with paint.  To work on different types/sizes of paper and surfaces.  To look at the work of Van Gogh. | To hold and use a paintbrush comfortably to produce a range of marks.  To mix a range of secondary colours, shades and tones - developing ability to predict resulting colours.  To experiment with tools and techniques. (Layering, mixing media, scraping through.)  To name different paints.  To work in different consistencies.  To mix and match colours to artefacts and objects.  To work on different types/sizes of paper and surfaces.  To begin to explore the relationships between colour and moods / feelings.  To look at the work of Magritte, Kandinsky, Goldsworthy. | To mix a variety of colours and know which primary colours make secondary colours.  To predict results of colour mixing with increasing accuracy.  To be able to lighten and darken colours.  To use a developed colour vocabulary.  To experiment with different effects and textures including blocking in colour, washes, thickened paint etc.  To work confidently on a range of scales e.g. thin brush on small picture etc.  To use a brush to produce marks appropriate for work.  To organise own work station and to clear away. | To make and match colours with accuracy.  To use more specific colour language e.g. tint, tone, shade, hue.  To choose paints and implements appropriately. To plan and create different effects and textures with paint according to what they need for the task.  To show increasing independence and creativity with the painting process.  To explore the colour wheel.  To organise own work station and to clear away. | To demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.  To work on preliminary studies to test media and materials.  To create imaginative work from a variety of sources.  To replicate patterns, colours and textures in own work.  To explore different types of paints.  To organise own work station and to clear away. | To create shades and tints using black and white.  To choose appropriate paint, paper and implements to adapt and extend their work.  To carry out preliminary studies, test media and materials and mix appropriate colours.  To work from a variety of sources, including those researched independently. To show an awareness of how paintings are created (composition)  To begin to show perspective in paintings and compositions.  To organise own work station and to clear away. |
| Printing | To take rubbings showing a range of textures and patterns.  To make marks in print with a variety of objects including natural and man- made objects.  To build a repeating pattern using a variety of objects including natural and man-made objects and to recognise pattern in the environment.  To produce simple pictures by printing objects. | To identify the different forms printing takes; books, pictures, wallpaper, fabrics.  To use media to create a clean printed image.  To create pictures and patterns by printing from objects using more than one colour.  To create patterns with increasing complexity and repetition.  To develop impressed images using a variety of objects and materials with some detail.  To experience relief printing. | To print using a variety of materials, objects and techniques including layering.  To talk about the processes used to produce a simple print.  To explore pattern and shape, creating designs for printing.  To explore relief and impressed printing. | To research, create and refine a print using a variety of techniques.  To select broadly the kinds of material to print with in order to get the effect they want  To explore aspects of resist printing for example marbling, silkscreen or cold water paste. | To explain some techniques, for example the use of poly-blocks, relief, mono and resist printing.  To choose the printing method appropriate to task.  To build up layers and colours/textures.  To organise their work in terms of pattern, repetition, symmetry or random printing styles.  To choose inks and overlay colours.  To be able to adapt and modify print as work progresses.  To combine prints taken from different objects to create an end piece. | To describe varied techniques.  To be familiar with layering prints.  To produce a detailed relief print.  To be confident with printing on paper and fabric.  To alter and modify work. To work relatively independently |
| Textiles/Collage | To use a wide range of media.  To experience paper and fabric collage.  To cut, glue and and trim materials.  To experience paper weaving.  To explore fabric pens / fabric printing. | To create textured collage from a variety of media.  To create a simple mosaic.  To stitch, knot and use other manipulative skills.  To explore the fabric decoration process of applique.  To begin to identify the different forms textiles take; clothes, furnishing, decoration. | To use a variety of techniques, including printing, dying, weaving, embroidery and appliqué.  To name the tools and materials they have used. To develop skills in stitching, cutting and joining.  To experiment with a range of media e.g. overlapping, layering etc.  To discuss own work and that of others – looking at textiles from home / school / different countries. | To match the tool to the material.  To combine skills more readily – cutting, joining, stitching..  To choose collage or textiles as a means of extending work already achieved.  To refine and alter ideas and explain choices using an art vocabulary.  To collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. To experiment with paste resist. | To join fabrics in different ways, including stitching.  To extend their work within a specified technique.  To use a range of media to create collage.  To experiment with using batik safely.  To explore fabrics from different countries. | To be aware of the potential uses of textiles. To use different techniques, colours and textures etc when designing and making pieces of work.  To be expressive and analytical to adapt, extend and justify their work. |
| 3D form | To explore shape and form.  To cut shapes accurately using scissors.  To use glue appropriately.  To join appropriately.  To manipulate a modelling medium e.g. clay.  To pinch and coil.  To carve into media using tools.  To impress and apply decoration.  To construct and sculpt with a variety of objects including recycled, natural and man-made materials. | To be able to shape and form from observation or imagination.  To understand the safety and basic care of tools.  To join confidently.  To manipulate a modelling medium e.g. clay to create a tile.  To pinch, coil and use slab techniques to produce an end piece.  To use simple tools for mark making, shaping.  To experience a range of decorative techniques. (Applied, impressed, painted.)  To construct and sculpt with a variety of objects including recycled, natural and man-made materials confidently.  Build a textured relief tile. | To be able to shape and form from observation or imagination.  To use equipment and media with increasing confidence.  To join clay adequately and work reasonably independently.  To construct a simple clay base for extending and modelling other shapes.  To plan, design and make models. | To make informed choices about the 3D technique chosen.  To show an understanding of shape, space and form.  To plan, design, make and adapt models.  To talk about their work understanding that it has been sculpted, modelled or constructed.  To use a variety of materials. | To describe the different qualities involved in modelling, sculpture and construction.  To plan, design, make and adapt models with confidence.  To use recycled, natural and manmade materials to create sculpture.  To take into account the properties of media being used.  To plan a sculpture through drawing and other preparatory work. | To be aware of form, shape and space in the world around them.  To be aware of the effect of time upon sculptures.  To develop skills in using clay including slabs, coils, slips, etc.  To make a mould and use plaster safely.  To create sculpture and constructions with increasing independence. |