



# ART & DESIGN SKILLS PROGRESSION

**MAIN ART AND DESIGN THEMES: DRAWING, COLOUR, TEXTURE, FORM, PRINTING AND PATTERN.**

## **ESSENTIAL KNOWLEDGE**

Children will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

## **EYFS**

The Art curriculum is tailored to start in EYFS to prepare the children with the necessary skills for KS1. The children practise the basic steps within drawing, painting and sculpture through exploring different artists and themes within the year. Children will learn to be expressive, share their thoughts through the use of artistic vocabulary and develop their imaginations. The EYFS Milestones Document explores this approach in more detail.

## **KEY STAGE 1**

Pupils should be taught:

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.

## **KEY STAGE 2**

Pupils should be taught 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.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to

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.

<b>YEAR 1</b>	<b>BREADTH OF STUDY</b>	<b>SKILLS</b>
<b>Drawing</b>	To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone.  I can draw things I have seen or imagined using lines.	Extend the variety of drawing tools. Explore different textures. Observe and draw landscapes. Observe Patterns Observe anatomy – faces and limbs.
<b>Colour</b>	To create work using paint, ink, dye, textiles, pencils, crayon and pastels	Name all the colours. Mixing of colours. Find collections of colour. Applying colour with a range of tools.
<b>Texture</b>	To explore a variety of media including textiles, clay, sand, plaster and stone.  I can sort, cut and shape fabrics and experiment ways to join them. I can cut, glue, and trim materials to create new pictures.	Weaving Collage Sort according to specific qualities How textiles create things
<b>Form</b>	To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.  I can create sculptures by joining simple objects together.	Construct Use materials to make known objects for a purpose Carve Pinch and roll coins and slabs using a modeling media. Make simple joins.
<b>Printing</b>	To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.  I can try out ways mark-making using different tools.	Create patterns Develop impressed images Relief printing
<b>Pattern</b>	To create patterns using paint, pencil, textiles, clay and printing.  I can make marks in print using different objects and basic tools and use them to make repeating patterns.	Awareness and discussion of patterns Repeating patterns Symmetry

<b>YEAR 2</b>	<b>BREADTH OF STUDY</b>	<b>SKILLS</b>
<b>Drawing</b>	To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone. I can paint and make things I have seen, remembered or imagined. I can try out making different tones using pencils, chalk or charcoal.	Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records
<b>Colour</b>	To create work using paint, ink, dye, textiles, pencils, crayon and pastels	Begin to describe colours by objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale
<b>Texture</b>	To explore a variety of media including textiles, clay, sand, plaster and stone. I can experiment with basic tools on rigid and flexible materials. I can make collages by folding, crumpling and tearing materials. I can develop techniques to join fabrics apply decorations such as a running or over stitch.	Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple appliqué work Start to explore other simple stitches Collage
<b>Form</b>	To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.	Awareness of natural and man-made forms Expression of personal experiences and ideas To shape and form from direct observation (malleable and rigid materials) Decorative techniques Replicate patterns and textures in a 3-D form Work and that of other sculptors
<b>Printing</b>	To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.  I can use different techniques like carbon printing, relief, press and fabric printing and rubbings.	Print with a growing range of objects Identify the different forms printing takes
<b>Pattern</b>	To create patterns using paint, pencil, textiles, clay and printing.	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning Natural and manmade patterns Discuss regular and irregular

YEAR 3	BREADTH OF STUDY	SKILLS
<b>Drawing</b>	To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone.  I can use shading, using different media.	Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawings of people – particularly faces
<b>Colour</b>	To create work using paint, ink, dye, textiles, pencils, crayon and pastels.  I can talk about and identify complementary colours, colour as tone, warm and cold colours.	Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing
<b>Texture</b>	To explore a variety of media including textiles, clay, sand, plaster and stone.  I can add detail to my work using different types of stitch, including cross-stitch.	Use smaller eyed needles and finer threads Weaving Tie dying, batik
<b>Form</b>	To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.  I can compare and recreate form of natural and manmade objects.	Shape, form, model and construct ( malleable and rigid materials) Plan and develop Understanding of different adhesives and methods of construction Aesthetics
<b>Printing</b>	To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.  I can create printing blocks using relief of impressed techniques.	Relief and impressed printing Recording textures/patterns Monoprinting Colour mixing through overlapping colour prints
<b>Pattern</b>	To create patterns using paint, pencil, textiles, clay and printing.  I can create a collage using overlapping and layering.	Pattern in the environment Design Using ICT Make patterns on a range of surfaces Symmetry

<b>YEAR 4</b>	<b>BREADTH OF STUDY</b>	<b>SKILLS</b>
<b>Drawing</b>	To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone.  I can draw familiar objects with correct proportions.	Identify and draw the effect of light Scale and proportion Accurate drawings of whole people including proportion and placement Work on a variety of scales Computer generated drawings
<b>Colour</b>	To create work using paint, ink, dye, textiles, pencils, crayon and pastels.  I can experiment with creating mood, feeling, movement and areas of interest by choosing the right materials and using techniques I have learnt.	Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood
<b>Texture</b>	To explore a variety of media including textiles, clay, sand, plaster and stone.  I can create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes.	Use a wider variety of stitches Observation and design of textural art Experimenting with creating mood, feeling, movement- Compare different fabrics
<b>Form</b>	To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.  I can use different techniques e.g. marbling, silkscreen and coldwater paste.	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors Analyse and interpret natural and manmade forms of construction
<b>Printing</b>	To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.  I can print on fabrics using tie-dyes or batik.	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print
<b>Pattern</b>	To create patterns using paint, pencil, textiles, clay and printing.	Explore environmental and manmade patterns Tessellation

<b>YEAR 5</b>	<b>BREADTH OF STUDY</b>	<b>SKILLS</b>
<b>Drawing</b>	To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone.  I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions.	Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective
<b>Colour</b>	To create work using paint, ink, dye, textiles, pencils, crayon and pastels.  I can mix colours to express mood, divide foreground from background or demonstrate tones.	Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes
<b>Texture</b>	To explore a variety of media including textiles, clay, sand, plaster and stone.  I can add collage to a background that I have already painted, drawn or printed. I can experiment with using layers and overlays to create new colours/textures.	Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making Artists using textiles
<b>Form</b>	To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.  I can use a variety of techniques when I use clay, including slabs, coils and slips.	Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors
<b>Printing</b>	To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.	Combining prints Design prints Make connections Discuss and evaluate own work and that of others
<b>Pattern</b>	To create patterns using paint, pencil, textiles, clay and printing.	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes

<b>YEAR 6</b>	<b>BREADTH OF STUDY</b>	<b>SKILLS</b>
<b>Drawing</b>	<p>To create work using pencil, charcoal, inks, chalk, pastels and ICT software. This can include shading, line and tone.</p> <p>I can explain how I have used composition, scale and proportion in my work. I can use simple perspective in their work using a single focal point and horizon.</p>	<p>Effect of light on objects and people from different directions Interpret the texture of a surface Produce increasingly accurate drawings of people Concept of perspective</p>
<b>Colour</b>	<p>To create work using paint, ink, dye, textiles, pencils, crayon and pastels.</p> <p>I can use techniques, colours, tones and effects in an appropriate way to represent things I have seen – brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p>	<p>Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purposes Colour to express feelings</p>
<b>Texture</b>	<p>To explore a variety of media including textiles, clay, sand, plaster and stone.</p> <p>I can use different techniques, colours and textures in my artwork and explain the choices I have made.</p>	<p>Develops experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale</p>
<b>Form</b>	<p>To create 3D work using clay, dough, boxes, wire, paper sculpture and mod roc.</p>	<p>Plan and develop ideas Shape, form, model and join Observation or imagination Properties of media Discuss and evaluate own work and that of other sculptors</p>
<b>Printing</b>	<p>To investigate how patterns and images can be created using found materials, fruit/veg, wood blocks, press print, lino or string.</p>	<p>Builds up drawings and images of whole or parts of items using various techniques Screen printing Explore printing techniques used by various artists</p>
<b>Pattern</b>	<p>To create patterns using paint, pencil, textiles, clay and printing.</p> <p>I can produce intricate patterns in a malleable media.</p>	<p>Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes</p>