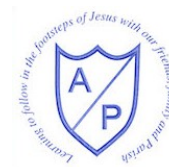




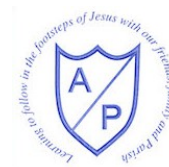
## Art and Design Progression of Skills



	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum/ EIFS Objectives</b>	<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> <li>- Share their creations, explaining the process they have used;</li> </ul>	<b>Key Stage 1</b> By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products.</li> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>- About the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<b>Key Stage 2</b> By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In 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. <b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>- To create sketchbooks to record their observations and use them to review and revisit ideas</li> <li>- 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)</li> <li>- About great artists, architects and designers in history</li> </ul>			
<b>Drawing</b>	<ul style="list-style-type: none"> <li>-Begin to use a variety of drawing tools, media and techniques.</li> <li>-Draw on different surfaces.</li> <li>-Use drawings to tell a story.</li> <li>-Make a variety of marks.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore a range of drawing tools to make marks.</li> <li>-Begin to control the types of marks made with a range of media.</li> <li>-Explore different textures.</li> <li>-Draw from imagination.</li> <li>-Explore drawing from observation.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with tools and surfaces.</li> <li>-Draw experiences and feelings.</li> <li>-Sketch to make records.</li> <li>-Begin to control marks made with different media.</li> <li>-Investigate tone by drawing light/dark lines using pencil.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with various pencils.</li> <li>-Use a sketchbook to document and develop ideas.</li> <li>-Draw from observation and imagination.</li> <li>-Experiment with mark making using alternative tools</li> <li>-Begin to draw with accuracy.</li> <li>-Discuss shadows, light and dark.</li> </ul>	<ul style="list-style-type: none"> <li>-Consider scale and proportion.</li> <li>-Create accurate observational drawings.</li> <li>-Identify and draw the effect of light.</li> <li>-Draw for a sustained period of time.</li> <li>-Collect and record visual information.</li> <li>-Develop techniques to create intricate</li> </ul>	<ul style="list-style-type: none"> <li>-Work in a sustained and independent way to create an accurate, detailed drawing. Developing key elements of their work (line, tone, pattern, texture).</li> <li>-Use different techniques for purpose eg. different styles of shading.</li> <li>-Work from a variety of sources including observation and</li> </ul>	<ul style="list-style-type: none"> <li>-Select appropriate media and techniques to achieve a specific outcome.</li> <li>-Develop their own style.</li> <li>-Draw for a sustained period of time over a number of sessions.</li> <li>-Use tone in drawings to achieve depth.</li> </ul>



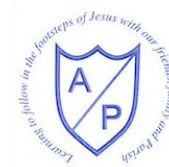
## Art and Design Progression of Skills



		-Investigate textures by describing, naming, rubbing and copying.		-Have an awareness of how pattern can be used to create texture.	patterns – range of media.	photographs to develop own work	
Colour	<ul style="list-style-type: none"> <li>-Experience and experiment with different types of paint e.g. poster, powder, watercolour and painting tools e.g. brushes, sticks, sponges.</li> <li>-Experiment with primary colours and use black and white to change the colour of paint.</li> <li>-Use paint to create a picture and be able to talk about it.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to explore and experiment with the primary colours.</li> <li>-Begin to mix colours to make new colours.</li> <li>-Describe collections of colours (shades of blue etc.)</li> <li>-Describe favourite colours and why colours may be used for different purposes.</li> <li>-Explore a range of paint, brush sizes and tools.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to describe a range of colours.</li> <li>-Mix primary colours to make secondary colours.</li> <li>-Be able to discuss the colour wheel.</li> <li>-Talk about why they have selected colours for their artwork.</li> <li>-Begin to use a range of paint and discuss why some are more suited to particular painting styles.</li> </ul>	<ul style="list-style-type: none"> <li>-Make tints of one colour by adding black / white.</li> <li>-Mix a range of secondary colours to make tertiary colours.</li> <li>-Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc).</li> <li>-Demonstrate increasing control of the types of marks made to create certain effects.</li> </ul>	<ul style="list-style-type: none"> <li>-Make tints, tones and shades using white, grey and black.</li> <li>-Observe colour and suggest why it has been used.</li> <li>-Independently choose the right paint and / or equipment for the task.</li> <li>-Select colour to reflect mood.</li> <li>-Begin to discuss how they are influenced by the work of other artists.</li> </ul>	<ul style="list-style-type: none"> <li>-Make and discuss hue, tint, tone, shade and mood.</li> <li>-Mix colours, shades, tones, tints with confidence, building on previous knowledge.</li> <li>-Select colour for purpose explaining choices.</li> <li>-Discuss how colour can be used to express ideas, feelings and mood.</li> </ul>	<ul style="list-style-type: none"> <li>-Select colour to express feelings.</li> <li>-Discuss harmonious and contrasting colours and their placement on the colour wheel.</li> <li>-Work in a sustained and independent way, developing own style.</li> <li>-Use colours to create atmosphere and light effects.</li> </ul>



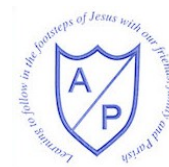
## Art and Design Progression of Skills



<b>Sculpture (links to DT objectives)</b>	<ul style="list-style-type: none"> <li>-Handle and manipulate different malleable materials e.g. clay, playdough, sand.</li> <li>-Build with recyclable resources. -Build and sculpt using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoy handling, feeling and manipulating a range of materials.</li> <li>-Construct using a range of media.</li> <li>-Cut shapes using scissors and other modelling tools in a safe way.</li> </ul>		<ul style="list-style-type: none"> <li>-Plan, shape, mould and make constructions from different materials.</li> <li>-Understand the different adhesives and methods used in construction.</li> <li>-Show an awareness of how texture, form and shape can be transferred from 2D to 3D.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the work of other sculptors and architects and how these have influenced their own work / designs.</li> <li>-Work in a safe, organised way, caring for equipment. Secure work to continue at a later date.</li> <li>-Make slip to join and secure pieces of clay together.</li> <li>-Adapt work when necessary and explain why.</li> </ul>		
<b>Printing</b>	<ul style="list-style-type: none"> <li>-Take rubbings of textured surfaces in the outdoors.</li> <li>-Use a stencil.</li> </ul>	<ul style="list-style-type: none"> <li>-Take rubbings from textured surfaces: e.g leaf, coin, tree bark.</li> <li>-Print pictures with a range of materials.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to explore impressed printing e.g. with Styrofoam/ polystyrene.</li> <li>-Explore relief printing using string and card.</li> </ul>	<ul style="list-style-type: none"> <li>-Design and create a repeated relief print considering background paper.</li> <li>-Understand the difference between repeat printing and mono printing.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore the process of mono printing.</li> <li>-Demonstrate an awareness of printing with multiple colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Design and create a Collagraph print using a range of materials.</li> <li>-Gain experience in overlaying colours.</li> </ul>	<ul style="list-style-type: none"> <li>-Combine different printing techniques within the same piece of artwork.</li> <li>-Explore, experiment, plan and collect source material for future work.</li> </ul>
<b>Collage</b>	<ul style="list-style-type: none"> <li>-Handle and manipulate a variety of materials.</li> <li>-Tear paper to make a collage.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to use scissors and tearing to create a range of shapes.</li> <li>-Create an image from a variety of cut or torn media.</li> <li>-Arrange and glue materials to different backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>-Develops a range of cutting, tearing and fixing techniques to create a specific picture.</li> <li>-Use scissors in a controlled way to cut with accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>-Collect and select textured papers to form a collaged image.</li> </ul>	<ul style="list-style-type: none"> <li>-Experiment with a range of collage techniques such as tearing, overlapping and layering to create collaged images.</li> </ul>	<ul style="list-style-type: none"> <li>-Add collage to a painted, printed or drawn background to enhance work.</li> </ul>	



## Art and Design Progression of Skills



<p><b>Textiles</b></p>	<ul style="list-style-type: none"> <li>-Decorate a piece of fabric.</li> <li>-Show experience of weaving using ribbon, yarn, laces, paper.</li> <li>-Use different fabric in role play and expressive dance.</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to identify different forms of textiles, discussing textures.</li> <li>-Experience different approaches to simple weaving (paper, twigs).</li> </ul>	<ul style="list-style-type: none"> <li>- Explain how to thread a needle and have a go.</li> <li>-Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with.</li> </ul>	<ul style="list-style-type: none"> <li>-Use smaller eyed needles and finer threads.</li> <li>-Develop proficiency in running stitch and start to explore other simple stitches (backstitch).</li> <li>-Show experience in changing and modifying threads.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wider variety of stitches to 'draw' with and develop pattern and texture (cross stitch, seeding).</li> <li>-Change and modify threads and fabrics, use language appropriate to skill and technique.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wider variety of stitches to 'draw' with and develop pattern and texture (cross stitch, seeding, zig zag stitch).</li> <li>-Select and use materials to achieve a specific outcome.</li> <li>-Embellish work, using a variety of techniques.</li> <li>-Demonstrate experience in combining techniques to produce an end piece.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a wider variety of stitches to develop pattern and texture (cross stitch, seeding, zig zag stitch, chain stitch).</li> <li>-Develop experience in embellishing, pooling together experiences in texture to complete a piece – drawing, sticking, cutting, paint, weaving, layering etc.</li> <li>- Begin to apply decorations using beads, buttons etc.</li> </ul>
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