



Progression of Skills

In Art and Design

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and developing ideas</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> • Expressive Arts and Design: Exploring and using media and materials. Children explore what happens when they mix colours. • Experiment to create different textures. Understand different media can be combined to create new effects • Manipulate materials to achieve a planned effect • Children explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • 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 working in different times and cultures. 	<ul style="list-style-type: none"> • 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 working in different times and cultures. 	<ul style="list-style-type: none"> • 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 working in different times and cultures. 	<ul style="list-style-type: none"> • 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 working in different times and cultures.
<p>Evaluating and developing work</p> <p>(Ongoing)</p>	<ul style="list-style-type: none"> • To know that art, (design and craft) is made by artists exhibiting care and skill and is valued for its qualities. • To know how to explain what they are doing when they make art. 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it e.g. Annotate sketchbook. • Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it e.g. Annotate sketchbook. • Identify what they might change in their current work or develop in their future work. • Annotate work in sketchbook 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adopt their work according to their views and describe how they might develop it further. • Annotate work in sketchbook. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adopt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adopt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adopt their work according to their views and describe how they might develop it further.



ST. THOMAS OF CANTERBURY CATHOLIC PRIMARY SCHOOL

<p>Drawing</p>	<ul style="list-style-type: none"> To begin to use a variety of drawing tools. To use drawings to tell a story. To investigate different lines. To explore different textures. To begin to draw more accurate drawings of people. 	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour. 	<ul style="list-style-type: none"> Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements, line, shape, pattern and colour. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture. 	<ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape. 	<ul style="list-style-type: none"> Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook. Manipulate and experiment of art, line, tone, pattern, texture, form, space, colour and shape.
<p>Painting</p>	<ul style="list-style-type: none"> To experiment with and use primary colours. To name colours and mix them (not formal mixing). To use a range of tools to make colours and paintings. 	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Mix secondary colours and shades. Using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques inc. layering, mixing media, scraping through etc. Name different types of paint and their properties. Work on a range of scales e.g. large brush on large paper etc. Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours. Use a developed colour vocabulary. Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc. 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy. Use more specific colour language e.g. tint, tone shade, hue. Choose paints and implements appropriately. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. 	<ul style="list-style-type: none"> Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition).



<p>Printing</p>	<ul style="list-style-type: none"> • To make simple rubbings • To print with variety of objects • To print with block printing 	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Use a variety of techniques inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Print using a variety of materials objects and techniques including layering. • Talk about the processes used to produce a simple print. • To explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want. • Resist printing including marbling, silkscreen and coldwater paste. 	<ul style="list-style-type: none"> • Explain a few techniques inc. the use of poly-blocks, relief mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose links and overly colours. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric, • Alter and modify work. • Work relatively independently.
<p>Textiles/Collage</p>	<ul style="list-style-type: none"> • To handle, manipulate and enjoy using materials. • To investigate sensory experience. • To make simple collages. • To make a simple weaving. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. 	<ul style="list-style-type: none"> • Use a variety of techniques inc. weaving, French knitting, tie-dying, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, know and use other manipulative skills. 	<ul style="list-style-type: none"> • Use a variety of techniques inc. printing, ding, quilting, weaving, embroidery, paper and plastic trappings and appliqué. • Name the tools and materials they have used. • Develop skills in stitching, cutting and joining. • Experiment with a range of media e.g. overlapping, layering etc. 	<ul style="list-style-type: none"> • Match the tool to the material. • Combine skills more readily. • Choose collage or textiles as a meas of extending work already achieved. • Refine and alter ideas and explain choices using an art vocabulary. • Collect visual information from a variety of sources describing with vocabulary based on the visual and tactile elements. • Experiments with paste resist. 	<ul style="list-style-type: none"> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. 	<ul style="list-style-type: none"> • Awareness of the potential of the uses of material. • 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.



<p>3D Form</p>	<ul style="list-style-type: none"> To handle, feel, enjoy and manipulate materials. To construct, build and destroy using a variety of materials. To shape and to model materials. 	<ul style="list-style-type: none"> Manipulate clay in a variety of ways e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with construct and join recycled, natural and man-made materials. Explore shape and form. 	<ul style="list-style-type: none"> Manipulate clay for a variety of purposes inc. thumb pots, simple coil pots and models. Build a textured relief tile. Understand the safety and basic care of materials and tools. Experiment with construct and join recycled, natural and man-made materials more confidently. 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simply clay base for extending and modelling other shapes. Cut and join modelling other shapes. Cut and join wood safely and effectively. Make a simply papier mache object. Plan, design and make models. 	<ul style="list-style-type: none"> Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> Develop skills in using clay inc. slabs, coils, slips etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.
<p>Breadth of Study</p>	<ul style="list-style-type: none"> Use a range of materials to make art work 	<ul style="list-style-type: none"> Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> Work on their own and collaboratively with others on projects in 2 and3 dimensions and on different scale. Use ICT. Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> Work on their own and collaboratively with others on projects in 2 and3 dimensions and on different scale.s Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> Work on their own and collaboratively with others on projects in 2 and3 dimensions and on different scale. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> Work on their own and collaboratively with others on projects in 2 and3 dimensions and on different scale. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> Work on their own and collaboratively with others on projects in 2 and3 dimensions and on different scale. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.