

## St Margaret's CE Primary School

### Progression of skills in Art and Design

	Exploring and developing ideas (ONGOING)	Evaluating and developing work (ONGOING)	Drawing	Painting	Printing	Textiles/collage	3 D form	Breadth of study
<b>Year one</b>	<p>□Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work, and develop their ideas.</li> <li>• Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul>	<p>□Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <ul style="list-style-type: none"> <li>• Identify what they might change in their current work or develop</li> </ul>	<p>□ Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> <li>• Begin to explore the use of line, shape and colour</li> </ul>	<p>□Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> <li>• Mix and match colours to artefacts and objects.</li> <li>• Work on different scales.</li> <li>• Mix secondary colours and shades</li> <li>• using different types of paint.</li> <li>• Create different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Make marks in print with a variety of objects, including natural and made objects.</li> <li>• Carry out different printing techniques</li> <li>• Make rubbings.</li> <li>• Build a repeating pattern and recognise patterns in the environment</li> </ul>	<p>□Use a variety of techniques, e.g. weaving, fabric crayons and sewing.</p> <ul style="list-style-type: none"> <li>• How to thread a needle, cut, glue and trim material.</li> <li>• Create images from imagination, experience or observation.</li> <li>• Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul>	<p>□Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping</p> <ul style="list-style-type: none"> <li>• Explore sculpture with a range of malleable media, especially clay.</li> <li>• Experiment with, construct and join recycled, natural and man-made materials.</li> <li>• Explore shape and form.</li> </ul>	<p>□Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <ul style="list-style-type: none"> <li>• Use ICT</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>
<b>Year two</b>	<p>□Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</li> <li>• Explore the differences and</li> </ul>	<p>□Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <ul style="list-style-type: none"> <li>• Identify what they might change in their current work or develop in their future work.</li> <li>• Annotate work in sketchbook.</li> </ul>	<p>□Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <ul style="list-style-type: none"> <li>• Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</li> <li>• Experiment with the visual elements; line,</li> </ul>	<ul style="list-style-type: none"> <li>• Mix a range of secondary colours, shades and tones.</li> <li>• Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</li> <li>• Name different types of paint and their properties.</li> </ul>	<ul style="list-style-type: none"> <li>* Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings.</li> <li>• Design patterns of increasing complexity and repetition.</li> <li>• Print using a variety of materials, objects and techniques.</li> </ul>	<p>*Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <ul style="list-style-type: none"> <li>• Create textured collages from a variety of media.</li> <li>• Make a simple mosaic.</li> </ul>	<p>* Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <ul style="list-style-type: none"> <li>• Build a textured relief tile.</li> <li>• Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made</li> </ul>	<p>*Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <ul style="list-style-type: none"> <li>• Use ICT.</li> <li>• Investigate different kinds of art, craft and design.</li> </ul>

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	similarities within the work of artists, craftspeople and designers in different times and cultures.		shape, pattern and colour.	<ul style="list-style-type: none"> <li>• Work on a range of scales e.g. large brush on large paper etc.</li> <li>• Mix and match colours using artefacts and objects.</li> </ul>		<ul style="list-style-type: none"> <li>• Stitch, knot and use other manipulative skills.</li> </ul>	materials more confidently.	
<b>Year three</b>	<p>* Select and record from first hand observation, experience and imagination and explore ideas for different purposes</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</p>	<p>□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>• Adapt their work according to their views and describe how they might develop it further.</p> <p>• Annotate work in sketchbook</p>	<p>□ Experiment with different grades of pencil and other implements.</p> <p>• Plan, refine and alter their drawings as necessary.</p> <p>• Draw for a sustained period of time at their own level.</p> <p>• Use different media to achieve variations in line, texture, tone, colour, shape and pattern</p>	<p>• Mix a variety of colours and know which primary colours make secondary colours.</p> <p>• Use a developed colour vocabulary.</p> <p>• Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>• Work confidently on a range of scales e.g. thin brush on small picture, etc.</p>	<p>• Print using a variety of materials, objects and techniques) including layering.</p> <p>• Talk about the processes used to produce a simple print.</p> <p>• to explore pattern and shape, creating designs for printing.</p>	<p>• Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>• Name the tools and materials they have used.</p> <p>• Develop skills in stitching. Cutting and joining.</p> <p>• Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>• Join clay adequately and work reasonably independently.</p> <p>• Construct a simple clay base for extending and modelling other shapes.</p> <p>• Cut and join wood safely and effectively.</p> <p>• Make a simple papier mache object.</p> <p>• Plan, design and make models.</p>	<p>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>• Use ICT.</p> <p>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
<b>Year four</b>	<p>□Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>• Question and make thoughtful observations about starting points and</p>	<p>□Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>• Adapt their work according to their views and describe how they might develop it further</p>	<p>□ Make informed choices in drawing inc. paper and media.</p> <p>• Alter and refine drawings and describe changes using art vocabulary.</p> <p>• Use research to inspire drawings from memory and imagination.</p>	<p>• Make and match colours with increasing accuracy.</p> <p>• Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>• Choose paints and implements appropriately.</p>	<p>• Research, create and refine a print using a variety of techniques.</p> <p>• Select broadly the kinds of material to print with in order to get the effect they want</p> <p>• Resist printing including marbling,</p>	<p>• Match the tool to the material.</p> <p>• Combine skills more readily.</p> <p>• Choose collage or textiles as a means of extending work already achieved.</p> <p>• Refine and alter ideas and explain</p>	<p>• Make informed choices about the 3D technique chosen.</p> <p>• Show an understanding of shape, space and form.</p> <p>• Plan, design, make and adapt models.</p>	<p>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>• Use ICT.</p> <p>• Investigate art, craft and design in the locality and in a</p>

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	<p>select ideas to use in their work.</p> <ul style="list-style-type: none"> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>		<ul style="list-style-type: none"> <li>• Explore relationships between line and tone, pattern and shape, line and texture.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and create different effects and textures with paint according to what they need for the task</li> <li>• Show increasing independence and creativity with the painting process.</li> </ul>	<p>silkscreen and cold water paste.</p>	<p>choices using an art vocabulary.</p> <ul style="list-style-type: none"> <li>• Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</li> <li>• Experiments with paste resist.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their work understanding that it has been sculpted, modelled or constructed.</li> <li>• Use a variety of materials</li> </ul>	<p>variety of genres, styles and traditions.</p>
<b>Year five</b>	<p>□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<p>□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <ul style="list-style-type: none"> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p>□ Use a variety of source material for their work.</p> <ul style="list-style-type: none"> <li>• Work in a sustained and independent way from observation, experience and imagination.</li> <li>• Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</li> <li>• Work on preliminary studies to test media and materials.</li> <li>• Create imaginative work from a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing.</li> <li>• Choose the printing method appropriate to task.</li> <li>• Build up layers and colours/textures.</li> <li>• Organise their work in terms of pattern, repetition, symmetry or random printing styles.</li> <li>• Choose inks and overlay Colour</li> </ul>	<ul style="list-style-type: none"> <li>• Join fabrics in different ways, including stitching.</li> <li>• Use different grades and uses of threads and needles.</li> <li>• Extend their work within a specified technique.</li> <li>• Use a range of media to create collage.</li> <li>• Experiment with using batik safely.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different qualities involved in modelling, sculpture and construction.</li> <li>• Use recycled, natural and man-made materials to create sculpture.</li> <li>• Plan a sculpture through drawing and other preparatory work.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT.</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>

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<b>Year six</b>	<ul style="list-style-type: none"> <li>□ Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>• Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>• Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>□ Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>• Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<ul style="list-style-type: none"> <li>□ Demonstrate a wide variety of ways to make different marks with dry and wet media.</li> <li>• Identify artists who have worked in a similar way to their own work.</li> <li>• Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Create shades and tints using black and white.</li> <li>• Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>• Carry out preliminary studies, test media and materials and mix appropriate colours.</li> <li>• Work from a variety of sources, inc. those researched independently</li> <li>• Show an awareness of how paintings are created (composition)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe varied techniques.</li> <li>• Be familiar with layering prints.</li> <li>• Be confident with printing on paper and fabric</li> <li>• Alter and modify work.</li> <li>• Work relatively independently</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the potential of the uses of material.</li> <li>• Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>• To be expressive and analytical to adapt, extend and justify their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay inc. slabs, coils, slips, etc.</li> <li>• Create sculpture and constructions with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>• Use ICT</li> <li>• Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</li> </ul>
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