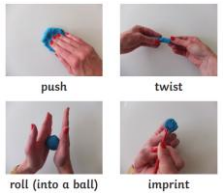
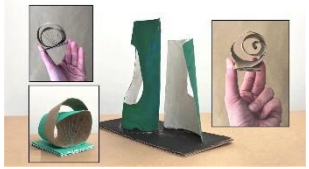
Art and Design Progression of Skills

Vocabulary | **Artists**

	Painting	**Drawing**	**3D Sculpture – Shape and Form**		**Printing/ Collage/Textiles**	**Responding to Art (incorporated throughout)**
			Skills	**Projects**		
Nursery	• Safely use and explore a variety of materials and paintbrushes to paint. • Name the colours of different objects • Paint flat and upright	• To explore a range of media to draw (pencils, felt tips, crayons, chalk) • To create simple lines and shapes	• Safely use and explore a variety of materials, tools and techniques • Have fun experimenting with a range of materials	**Junk Modelling** 		• Share their creations, explaining the process they have used.
Reception	• Safely use and explore a variety of materials and paintbrushes to paint. • Explore different types of paint such as ready mixed and powder. • Begin to use painting equipment appropriately (water pots, brushes and paint pots) • Explore working with paint on different	• To hold a pencil correctly. • To explore a range of media to draw (pencils, felt tips, crayons, chalk) • To create simple lines and shapes. • To draw a simple portrait • To choose particular colours for a purpose.	• Safely use and explore a variety of materials, tools and techniques. • Have fun experimenting with a range of materials - such as recycled, natural and malleable to make models and structures • Begin to explore the use of shape and form. • Begin to apply simple decoration techniques	Andy Goldsworthy **Nature Sculptures**  **Modelling skills using playdough** rolling, kneading, coiling, pinching, shaping, decorating, printing 	**Collaging** Minibeasts and Woodland creatures	• Share their creations, explaining the process they have used. • Talk about their favourite and least favourite part.

	surfaces and in different ways. ● Recognise and name the colours being used in an art piece.					
Year 1	● Experiment with paint media using a range of tools, such as different brush sizes, hands, rollers and pads. ● Use painting equipment appropriately (water pots, brushes and paint pots) ● Begin to show control over the types of marks made. ● Work on a range of scales and surfaces with a range of media. ● Recognise and name the primary and secondary colours	● To draw lines of different shapes and thicknesses, using a wide range of tools such as pastels, crayons, chalk and felt tips. ● To draw simple 2D shapes and self portrait with increasing accuracy. ● To colour (own work) neatly following the lines using pencils and crayons.	● Safely use and explore a variety of materials, tools and techniques ● Pull apart and reconstruct basic shapes using a range of materials (such as paper) ● Use playdough, paper, clay or plasticines to explore sculpting skills including rolling, kneading, shaping ● Begin to apply simple decoration techniques introducing patterns.	**Barbara Hepworth** **Sculpting using toilet tubes/cardboard** https://joinhighbrow.com/video/piggiesteps/toilet-paper-tubes-sculpture/4841/ 	.	● Describe some of the art and design techniques they have used in their work, e.g. drawing, painting, and sculpture. ● Talk about what they like in their own work and in the work of others.

	● Mix primary colours to create secondary colours ● Begin to reproduce the colours of different objects.					

Year 2	• Experiment with tools and techniques, such as layering and mixing media • Confidently mix a range of secondary colours and shades • Experiment with warm and cool colours • Reproduce the colours of different objects with increasing accuracy.	• To investigate textures and producing an expanded range of patterns • To explore how a range of media are used, such as pencils, pastels and charcoal. • To show different tones by using coloured pencils and pastels.	• Safely use and explore a variety of materials, tools and techniques • Apply simple decoration techniques including the use of pattern. • Use playdough, clay or plasticines to develop rolling, kneading, shaping and pinching techniques • Display increasing control when forming sculptures	**Clay – Pinch Plant Pot** *Linked to Science – Plants topic* 	**African Prints** • Know how to create a printed piece of art by pressing, rolling, rubbing and stamping. • Suggest how artists have used colour, pattern and shape.	• Talk about the techniques, materials and equipment used in their work and the work of others. • Describe what they like about their own work and the work of others using appropriate language. • Begin to discuss what they would do differently next time.

Year 3	• Experiment with different effects and textures such as: blocking in colour, thickened paint etc. • Confidently choose appropriate paintbrush (thickness/type) to suit the task and control marks • Mix primary/secondary colour with white and black to create different tones • Start to explore the colour wheel.	• To know and understand the different grades of pencil. • To develop skills using a range of media are used, such as pencils, pastels (blending) and charcoal (control/weight). • To experiment with different grades of pencil to show tone . • To use known skills (shapes, tone, patterns) when producing creative work.	• Work in a safe and organised way using the equipment responsibly and with increasing confidence • Plan, collect and develop ideas to help design and make models. • Use of a range of materials with increasing confidence, joining two parts safely and correctly. • Learn to secure work to continue at a later date • Use different media (such as foil) to develop shape and form. • Produce more intricate patterns using appropriate tools and begin to explore the use of texture. • Begin to use language appropriate to skill and technique.	Alberto Giacometti **Foil Figures** *Link to Science – Animals including humans* https://nurturestore.co.uk/giacometti-sculpture-art-project-for-kids 	**Materials** Collaging & Weaving **Printing** Simple Shapes .	• Evaluate an existing piece of artwork providing a personal opinion. • Compare ideas, methods and approaches in their own and others' work, • Use their sketch book to adapt their work as their ideas develop. • Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. • Identify areas for development that could be made.

Year 4	• Confidently using paint brushes to create different effects and textures. • Work confidently, with ability to justify their choices regarding paper and scale. • Mix and match colours with increasing accuracy. • Continue to explore the colour wheel revisting/introducing warm and cold, complementary and contrasting. • Develop a painting from a drawing	• To select an appropriate grade of pencil to show tone • Experiment with alternate drawing media (such as fine liners) • To use hatching and cross hatching to show tone and texture. • To confidently use a wider range of pencil techniques such as stippling, scumbling, smudging and blending. https://lundgrenart.weebly.com/shading.html • To consolidate drawing skills (shapes, tone, pattern, shading) when producing creative work.	• Work in a safe and organised way using the equipment responsibly and with confidence • Plan, collect and develop ideas to help design and make models. • Use of a range of materials with increasing confidence, joining two parts safely and correctly. • Secure work to continue at a later date • Use different media (such as paper) to develop shape and form. • Produce more intricate patterns using appropriate tools and explore the use of texture. • Use language appropriate to skill and technique.	**Bee in the City – Mancunian Artists** Paper Mache – Manchester Bees *Linked to Geography – Manchester* https://beeinthecitymcr.co.uk/artists/ 		• Evaluate an existing piece of artwork providing a personal opinion and discussing the changes they would like to make. • Compare ideas, methods and approaches in their own and others' work • Use their sketch book to adapt their work as their ideas develop and make relevant annotations. • Identify and discuss the likes and dislikes of their artwork and the changes they had to make as a result. • Identify areas for development that could be made.

Year 5	• Plan and create different <u>effects</u> and <u>textures</u> with paint according to what they need for the task. • Work on <u>preliminary studies</u> (before creating art piece) to test media and materials. • <u>Control</u> the types of marks made and the effects and textures produced. • Start to develop their own style using <u>mixed media</u>. • Demonstrate an understanding of colours including <u>primary and secondary</u>, <u>warm and cold, complementary and contrasting</u>. • Develop a painting from a lightly <u>sketched</u> drawing.	• To use <u>one-point perspective</u> in their work. • Confidently use alternate drawing media (such as fine liners, metallic pens etc) • To draw from different <u>viewpoints</u>, considering <u>horizon lines and focal points.</u> • To consider the use of <u>perspective</u> to make their drawing <u>proportional</u>. • To use <u>shading</u> in grade pencils to show <u>light</u> and <u>shadow</u>. • To exercise choice over which drawing skills they use in creative work.	• Work with a wider range of tools in a safe and organised way, caring for the equipment. • Plan a <u>sculpture</u> through <u>drawing</u> and other preparatory work. • Confidently use of a <u>range of materials</u> with careful consideration for joining techniques. • Secure work to continue at a later date. • Creatively use pattern and texture within their work. • Develop understanding of different ways of finishing work such as <u>glaze, paint and polish</u>. • Increasingly use language appropriate to skill and technique.	**<u>Clay – Dragon Eyes</u>** *Linked to Literacy topic* https://www.whitehouseprimary.co.uk/y5-dragon-eyes/ 	**<u>Printing/Textiles</u>** **Artist – William Morris** Patterns and Printing Observational drawing Tone Sewing	• Describe what they think and feel about an existing piece of <u>artwork</u> and how this might <u>influence</u> their <u>future designs</u>. • Use <u>appropriate language</u> when <u>comparing ideas</u>, <u>methods</u> and <u>approaches</u> in their own and others' work. Use their sketch book to <u>evaluate</u> and <u>adapt</u> their work as their ideas <u>develop</u> and make <u>annotations</u> to show <u>progression</u> in their ideas. • Confidently identify the <u>strength</u> and <u>weaknesses</u> of their artwork, suggesting any areas for <u>improvement</u>

Year 6	• Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Purposefully control the types of marks made and the effects and textures produced. • Work in a sustained and independent way to develop an individual style. • Be adventurous with choice of paper and with scale of work • Make artistic choices regarding the use of colour • Work more confidently from an initial pencil sketch to a finished painting	• To use a range of media to create shadow. • To independently select appropriate drawing media to complete an art piece (pastels, charcoal, pencils etc) • To use focal points appropriately in their work. • To use a variety of techniques to interpret the texture of a surface. • To develop their artistic style through the careful selection of media and techniques. • To decisively choose which drawing skills to use in their creative work.	• Work confidently with a wider range of tools in a safe and organised way, caring for the equipment. • Independently plan a sculpture through drawing and other preparatory work. • Confidently use of a range of materials with careful consideration for effective joining techniques. • Secure work to continue at a later date. • Make artistic choices regarding the use of shape and form. • Creatively use pattern and texture within their work. • Understanding the different ways of finishing work such as glaze, paint and polish. • Accurately use language appropriate to skill and technique.	Henry Moore/Jean Arp **Soap Carving/Sculptures** https://thatartteacher.com/2021/11/19/soap-carving-art-lesson/ 		• Describe what they think and feel about an existing piece of artwork and how this might influence their future designs. • Use appropriate language when comparing ideas, methods and approaches in their own and others' work. • Use their sketch book to adapt and critically evaluate their work as their ideas develop. • Confidently identify the strength and weaknesses of their artwork, suggesting any areas for improvement. • Consider the effect different resources may have had