|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Progression of Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **EYFS** | **ELG Creating with Materials**  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  **ELG Creating with Materials**  Share their creations, explaining the process they have used.  **ELG Creating with Materials**  Make use of props and materials when role playing characters in narratives and stories. | | | | | |
| **National Curriculum** | **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. | | **Pupils should be taught:**   * to create sketch books to record their observations and use them to review and revisit ideas * 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. | | | |
| **Artists/Craftspeople & Designers** | **Andy Warhol**  **Andy Goldsworthy**  **Gunta Stolzl** | **Rita Greer**  **Georgia O’Keefe**  **Tula Moon** | **Derek Gores** | **Antoni Gaudi**  **Tiffany & co, Bulgari and Van Cleef Arpels.** | **Holbein**  **Gustav Klimt**.  **William Morris**  **Georgia** **O’Keeffe**  **Charles Fazzino**  **Leonid Afremov** | **Mr Trisno**  **Henry Moore** |
| **Starting Point**  **Generating Ideas, making, evaluating and knowledge** | Recognise that ideas can be expressed in artwork. Experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)  Try out a range of materials and processes and recognise that they have different qualities. Use materials purposefully to achieve particular characteristics or qualities  Show interest in and describe what they think about the work of others  How to recognise and describe some simple characteristics of different kinds of art, craft and design. The names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use | Try out different activities and make sensible choices about what to do next. Use drawing to record ideas and experiences  Deliberately choose to use particular techniques for a given purpose. Develop and exercise some care and control over the range of materials they use (for instance, they do not accept the first mark but seek to refine and improve)  When looking at creative work express clear preferences and give some reasons for these (for instance, be able to say “I like that because…”)  That different forms of creative works are made by artists, craftspeople and designers, from all cultures and times. And be able to talk about the materials, techniques and processes they have used, using an appropriate vocabulary (for instance, they know the names of the tools and the colours that they use) | Gather and review information, references and resources related to their ideas and intentions.  Use a sketchbook for different purposes, including recording observations, planning and shaping ideas  Develop practical skills by experimenting with and testing the qualities of a range of different materials and techniques. Select, and use appropriately, a variety of materials and techniques in order to create their own work  Take the time to reflect upon what they like and dislike about their work in order to improve it (for instance they think carefully before explaining to their teacher what they like and what they will do next)  Know about and describe the work of some artists, craftspeople, architects and designers. Be able to explain how to use some of the tools and techniques they have chosen to work with | Select and use relevant resources and references to develop their ideas. Use sketchbooks, and drawing, purposefully to improve understanding, inform ideas and plan for an outcome (for instance, sketchbooks will show several different versions of an idea and how research has led to improvements in their proposed outcome)  Investigate the nature and qualities of different materials and processes systematically. Apply the technical skills they are learning to improve the quality of their work (for instance, in painting they select and use different brushes for different purposes)  Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve  Know bout and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Know about, and be able to demonstrate, how tools they have chosen to work with, should be used effectively and with safety | Engage in open ended research and exploration in the process of initiating and developing their own personal ideas. Confidently use sketchbooks for a variety of purposes including: recording observations; developing ideas; testing materials; planning and recording information  Confidently investigate and exploit the potential of new and unfamiliar materials (for instance, try out several different ways of using tools and materials that are new to them). Use their acquired technical expertise to make work which effectively reflects their ideas and inventions  Regularly analyse and reflect on their progress taking account of what they hoped to achieve  Research and discuss the ideas and approaches of a various artists, craftspeople, designers and architects, taking account of their particular cultural context and intentions. How to describe the processes they are using and how they hope to achieve high quality outcomes | Independently develop a range of ideas which show curiosity, imagination and originality. Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches (for instance, sketchbooks will show in advance how work will be produced and how the qualities of materials will be used)  Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques. Independently select and effectively use relevant processes in order to create successful and finished work  Provide a reasoned evaluation of both their own and professionals’ work which takes account of the starting points, intentions and context behind the work  How to describe, interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked. About the technical vocabulary and techniques for modifying the qualities of different materials and processes |
| **Skills / Techniques** | | | | | | |
| **Drawing** | Use a variety of tools (including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media).  Begin to explore the use of line, shape and colour.  **GD Challenge**: Begin to draw for a sustained period of time. | **As year 1 plus**:  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.  Look at drawings and comment thoughtfully – begin to discuss the use of shadows and use of light/dark.  Sketch to make quick records of something.  Work out ideas through drawing.  **GD Challenge**: Begin to independently apply use of shadows and light and dark in their own drawings. | **As year 2 plus**:  Experiment with different grades of pencil (and other implements).  Plan, refine and alter their drawings as necessary.  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.  Make initial sketches as a preparation for painting.  Demonstrate improved accuracy when drawing people and faces.  **GD Challenge**: Independently select and apply different media to achieve variations in line, texture, tone, colour, shape and pattern. | **As year 3 plus**:  Make informed choices in drawing (including paper and media).  Alter and refine drawings and describe changes using art vocabulary.  Use research to inspire drawings from memory and imagination.  Explore relationships between line and tone, pattern and shape, line and texture.  Identify and draw the effect of light (shadows) on a surface and objects.  Begin to create technical drawings.  **GD Challenge**: Begin to independently use a variety of techniques to show the effect of light on objects or people, e.g. rubbers to lighten, tones of the same colour. | **As year 4 plus**:  Use a variety of source material for their work.  Work in a sustained and independent way from observation, experience and imagination.  Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape (crosshatch, pointillism etc.).  Observe and use a variety of techniques to show the effect of light on objects and people, e.g. rubbers to lighten, tones of the same colour.  **GD Challenge**: Consistently and independently apply the techniques to show light, tone, texture etc. when drawing. | **As year 5 plus**:  Demonstrate a wide variety of ways make different ways to make different marks with dry and wet media.  Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.  Look at the effect of light on a shape from different directions.  Introduce the concept of perspective.  Produce increasingly detailed preparatory sketches for painting and other work.  Create computer generated drawings.  **GD Challenge**: Successfully apply the concept of perspective in own drawings. |
| **Painting** | Name the primary and secondary colours.  Paint simple shapes to develop control.  Choose to use thick and thin brushes as appropriate.  Communicate something about themselves in their painting.  **GD Challenge**: Begin to mix primary colours to make some secondary colours. | **As year 1 plus**:  Mix paint to create all the secondary colours.  Mix and match colours, predict outcomes.  Mix their own brown.  Create a print using pressing, rolling, rubbing and stamping.  **GD Challenge**: Independently and consistently, predict, mix and use their own colours when painting. | **As year 2 plus**:  Predict with accuracy the colours that they mix.  Know where each of the primary and secondary colours sits on the colour wheel.  Create a background using a wash.  Use a range of brushes to create different effects.  Make a printing block.  Make a 2 colour print.  **GD Challenge**: Begin to consider use of different effects to introduce mood and feeling to their paintings. | **As year 3 plus**:  Create all the colours they need.  Make tints by adding white.  Make shades by adding black.  Create mood in their paintings.  Successfully use shading, tone and brushstrokes to create mood and feeling. | **As year 4 plus**:  Produce work with meaning and message (e.g. British values).  Consistently create mood and tone in their painting.  Express their emotions accurately through their painting and sketches. | **As year 5 plus**:  Explain what their style is.  Use a wide range of techniques in their work.  Explain why they have chosen specific painting techniques.  Use symbolism in their painting.  Overprint using 3 or more colours.  Print onto different materials.  Evaluate the effectiveness of their work. |
| **Sculpture** | Use natural and found materials to create sculpture.  Gather and sort the materials they will need.  Cut and tear materials for their collages and experiment with ways of joining them. | Sort threads and fabrics.  Group fabrics and threads by colour and texture.  Weave with fabric and thread.  Show accuracy when cutting materials for their work. | Add onto their work to create texture and shape.  Work with life size materials.  Practise with more than one type of stitch.  Join fabric using glue.  Sew fabrics together  Compare and recreate using a form of natural and manmade objects | Begin to sculpt clay and other mouldable material.  Use ceramic mosaic to produce a piece of art.  Combine visual and tactile qualities. | Plan a sculpture through drawing and other preparatory work.  Choose from a range of tools to add detail to clay sculpture.  Show an understanding of shape, space and form.  Show human expression in their sculpture. | Plan a sculpture through drawing and other preparatory work.  Use recycled, natural and manmade materials to create sculpture.  Experiment with and combine materials and processes to design and make 3D form.  Convey a message through their sculpture. |
| **Sketchbook** | Record and explore ideas from first hand observation, experience and imagination.  Describe what they can see and like in their work of another artist.  Ask sensible questions about a piece of art. | **As year 1 plus**:  Identify what they might change in their current work or develop in their future work.  Record and explore ideas from first hand observation, experience and imagination.  Annotate work in sketchbook (post-it note).  Keep notes in the sketchbooks as to how they have changed their work.  Say how other artists have used colour, pattern and shape.  Create a piece of work in response to another artist’s work. | **As year 2 plus**:  Explore the roles and purposes of artists, craftspeople and designers.  Use their sketchbooks to express feelings about a subject and to describe likes and dislikes.  Make notes about techniques used by artists.  Suggest improvements to their work by keeping notes.  Compare the work of different artists.  Begin to understand what the artist is trying to express in their work. | **As year 3 plus**:  Collect images and information independently.  Experiment with different styles, which artists have used.  Explain art from other periods of history.  Explore work from other cultures.  Use their sketchbooks to adapt and improve their original ideas.  Keep notes about the purpose of their work. | **As year 4 plus**:  Use a sketchbook to develop their ideas independently.  Learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information.  Include technical aspects in their work e.g. perspective.  Keep notes as to how they might develop their work further.  Compare and discuss ideas with others. | **As year 5 plus**:  Develop ideas using different or mixed media.  Independently identify artists who have worked in a similar way to their own work.  Independently select materials and techniques to create a specific outcome.  Make a record about the styles and qualities in their work.  Say what their work is influenced by.  Sketchbooks contain detailed notes and quotes explaining about items.  Compare their methods to those of others and keep notes.  Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations. |