



Progression of Skills in Art & Design

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	<p>Begin to use a variety of drawing tools</p> <p>Explore different textures</p> <p>Use drawings to tell a story (give meaning to marks)</p> <p>Encourage accurate drawings of people</p>	<p>Extend the variety of drawings tools</p> <p>Explore different texture</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Discuss use of shadows, use of light and dark</p> <p>Experiment with tools and surfaces</p> <p>Sketch to make quick records</p> <p>Draw as a way of recording experiences and feelings</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw positive & negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawings of people – particularly faces</p>	<p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of animals</p> <p>Concept of perspective</p>	<p>Effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Concept of perspective</p>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	<p>-Experimenting with and using primary colours</p> <p>-Naming</p> <p>-Use a range of tools to make coloured marks on paper</p>	<p>Name all the colours</p> <p>Mixing of colours</p> <p>Find collections of colour</p> <p>Applying colour with a range of tools</p>	<p>Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible (using white)</p> <p>Darken colours without using black</p> <p>using colour on a large scale</p>	<p>Colour mixing</p> <p>Introduce different types of brushes techniques- apply colour using dotting,</p> <p>Make colour wheels scratching, splashing</p>	<p>Colour mixing and matching; tint, tone, shade</p> <p>Observe colours suitable equipment for the task</p> <p>Colour to reflect mood</p>	<p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p>	<p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour for purposes</p> <p>Colour to express feelings</p>
Texture (textiles, clay, sand, plaster, stone)	<p>-Handling, manipulating and enjoying using materials</p> <p>-Sensory experience</p>	<p>Weaving</p> <p>Collage</p>	<p>Overlapping & overlaying</p>	<p>Use smaller eyed needles & finer threads</p>	<p>Use a wider variety of stitches</p>	<p>Use stories, music, poems</p>	<p>Develops experience in embellishing</p>



Progression of Skills in Art & Design

	-Simple collages simple weaving	Use large eyed needles – running stitches	to create effects Collage Simple appliqué work Start to explore other simple stitches	Weaving Observation and design of textural art	Experimenting with creating mood, feeling, movement Compare different fabrics Tie dying, batik	as stimuli Creating with fabric Select and use materials to embellish work artists using textiles	Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale
Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Construct Use materials to make known objects for a purpose Carve / Pinch and roll coils and slabs using a modelling media. Make simple joins Awareness of natural and man- made forms	shape and form from direct observation (malleable and rigid materials) decorative techniques elaborate patterns and textures in a 3D form expression of personal experiences and ideas work and that of other sculptors	Shape, form, model and construct (malleable and rigid materials) Plan and develop understanding of different adhesives and methods of construction Aesthetics	Plan and develop Experience surface patterns / textures Discuss own work and work of other sculptors	Plan and develop ideas Shape, form, model and join from observation or imagination Discuss and evaluate own work and that of other sculptors	Plan and develop ideas Shape, form, model and join Observation or imagination Discuss and evaluate own work and that of other sculptors Properties of media







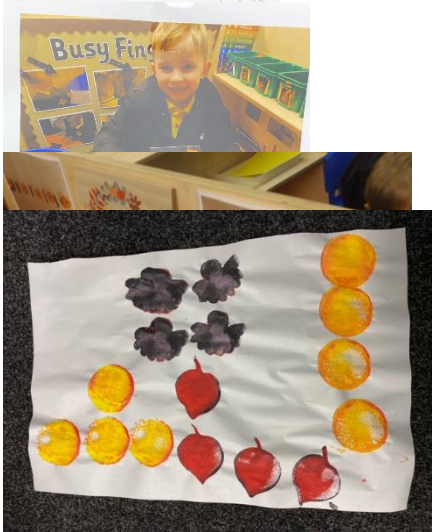





Progression of Skills in Art & Design

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	Print with variety of objects Print with block colours Rubbings	Create pattern Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Relief and impressed printing Recording textures/ patterns Mono-printing Plan and develop understanding of different adhesives and methods of construction / aesthetics	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print	Combining prints Design prints Properties of media Make connections discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques Explore printing techniques used by various artists Screen printing
Pattern (paint, pencil, textiles, clay, printing)	Repeating patterns Simple symmetry Irregular painting patterns	Awareness and discussion of patterns Repeating patterns Natural and manmade patterns	Experiment by arranging, folding, repeating, overlapping, Regular and irregular patterning Symmetry	Pattern in the environment Symmetry Design using ICT make patterns on a range of surfaces	Explore environmental and manmade patterns Tessellation	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes
Artists	Mondrian Matisse Picasso Hanoch Piven *Andy Goldsworthy Kurt Schwitters Lola Dupre Hannah Hoch Renee Magritte Islamic Art	Andy Goldsworthy Andy Warhol and other Pop artists, Paul Klee, Joan Miro	Mondrian Andy Warhol/ Roy Lichtenstein Henry Rousseau	LS Lowry Van Gogh Andy Goldsworthy Georgia O'Keeffe Alberto Giacometti Seurat Notan art	Matisse Picasso Mark Todd Sarah Fanelli Ernst Heikel Victoria Topping	William Morris Justin Gaffrey Van Gogh Peter Thorpe	Victor Lundy Frida Kahlo Hans Holbein Giuseppe Arcimboldo Peter Eisenman



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<p>Nursery</p>	<p>-Begin to use a variety of drawing tools https://www.accessart.org.uk/shells-observational-and-imaginative-drawing</p>  <p>Experimenting with and using primary colours -Naming</p> 	<p>...sing</p>  <p>https://playofthewild.com/2021/02/13/importance-of-mark-making-in-early-years-for-child-development/</p> <p>-Simple collages</p> <p>https://theartyteacher.com/collage-artists/</p> 	 <p>https://playofthewild.com/2021/02/13/importance-of-mark-making-in-early-years-for-child-development/</p> <p>-Simple symmetry</p>  <p>https://www.artranked.com/topic/Famous+Symmetrical</p>
<p>Reception</p>	<p>https://www.earlyyearseducator.co.uk/expressive-arts-and-design</p> <p>-Handling, feeling, enjoying and manipulating materials</p>  <p>-Begin to use a variety of drawing tools</p>	<p>...g-and-ful-activities</p>  <p>-Simple symmetry -Print with variety of objects</p> 	<p>...ying</p> <p>- Irregular painting patterns</p> 



Progression of Skills in Art & Design



- Experimenting with and using primary colours
- Naming
- Sensory experience



- Explore different textures



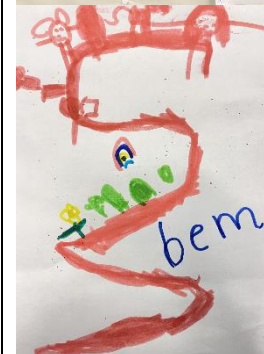
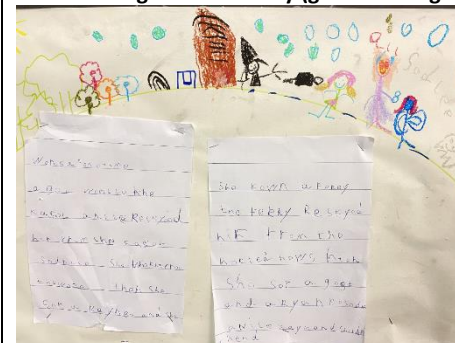
- Use a range of tools to make coloured marks on paper



- Simple collages



- Rubbings
- Use drawings to tell a story (give meaning to marks)

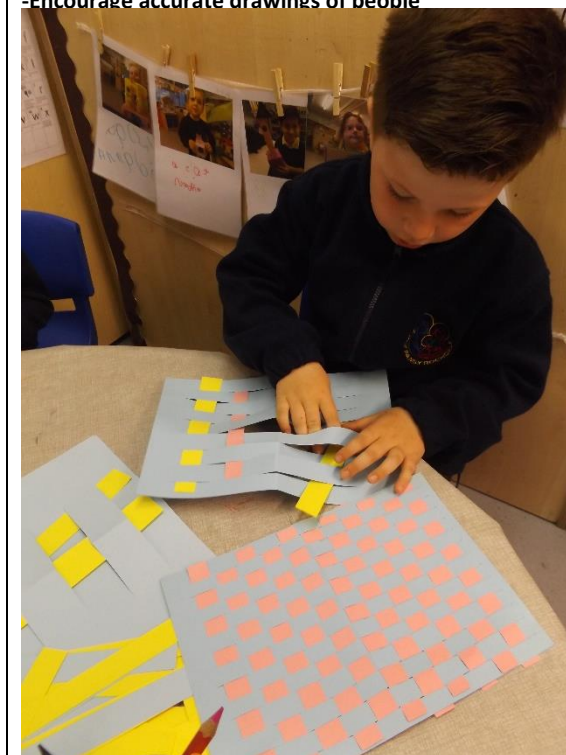




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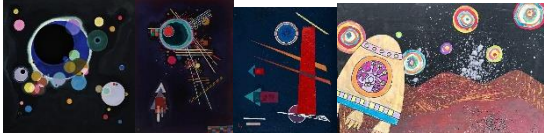


-Encourage accurate drawings of people



Year 1	<p>It's Playtime</p> <p>Find collections of colour (Autumn and Winter)</p> <ul style="list-style-type: none"> name all the colours 	<p>Queens and castles</p> <ul style="list-style-type: none"> Develop impressed images mixing of colours applying colour with a range of tools 	<p>5,4,3,2,1...Blast Off!</p> <ul style="list-style-type: none"> Relief printing applying colour with a range of tools Extend the variety of drawings tools
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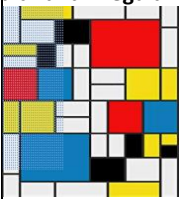





Progression of Skills in Art & Design

	<p>to represent the</p> <p>and Winter</p> <p>Collage based on toys</p> <p>Sack-o-sauce', lake</p> <p>hol- Toy series (mix colours)</p> <ul style="list-style-type: none"> – Awareness and discussion of patterns – Observe and create patterns <p>Awareness of natural and man-made forms</p> <ul style="list-style-type: none"> – Use materials to make known objects for a purpose <p>Andy Goldsworthy – Transient art</p>  <p>Use large eyed needles – running stitches</p> <p>Christmas cards</p> 	<ul style="list-style-type: none"> – observe anatomy (faces, limbs) Portraits of Monarchs – Extend the variety of drawings tools – Explore different texture <p>Paul Klee, Castle in the Sun</p> <p>Andy Warhol, Queen Elizabeth II</p> 	<ul style="list-style-type: none"> – Pinch and roll coils and slabs using a modelling media. – Make simple joins <p>Wassily Kandinsky</p> <p>Several Circles, Strahlenlinien, Powerful red</p>  <p>Joan Miro</p> <p>The Sun, The Garden, Figures and dog in front of the sun</p> 
Year 2	<p><u>Fire! Fire!</u></p> <p>discuss use of shadows, use of light and dark (bold colours of flames with black sky line on top)</p> <p>experiment with tools and surfaces</p> <p>Begin to describe colours by objects</p> <p>Sketch to make quick records (Flames, houses in London and detail)</p> <p>Replicate patterns and textures in a 3-D forms (London houses)</p> <p>draw as a way of recording experiences and feelings</p> <p>decorative techniques (Christmas cards)</p>	<p><u>Where to Now?</u></p> <p>draw as a way of recording experiences and feelings</p> <p>Symmetry (Amelia Earhart plane)</p> <p>Collage (plants)</p> <p>Simple appliqué work</p>	<p><u>Famous for 5 minutes</u></p> <p>ession of personal experiences and ideas</p> <p>v as a way of recording experiences and feelings</p> <p>etchbooks split the page into 4 draw Happiness, sadness, ger, worry</p> 

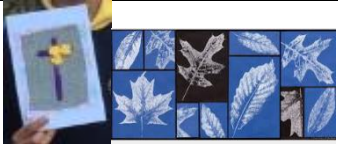
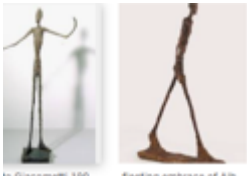



Progression of Skills in Art & Design

	<p>Kandinsky (Colour mixings and circle links to flames)</p> 	<p>Start to explore other simple stitches (Create a simple felt badge (Mother's Day))</p>  <p>Overlapping and underlapping to create effects (Jungle images Lizette) Print with a growing range of objects (African prints)</p> <p>https://www.youtube.com/watch?v=WhytqHqc63I</p> <p>Identify the different forms printing takes Henry Rousseau Jungle/ African links</p>  <p>Art work in the style of Tinga Tales</p>	<p>Work and that of other sculptors</p> <p>https://www.accessart.org.uk/talking-points-introduction-to-sculpture/</p> <p>Create as many tones of one colour as possible (using white) Mix primary colours without using black Mix colour on a large scale Overlapping and overlaying to create effects Experiment by arranging, folding, repeating (Andy Warhol style) Images of Famous people e.g Rosa Parks Great Explorer story board in the style of Roy Lichtenstein</p>  <p>Overlapping, (Mondrian art) Regular and irregular patterning</p> 
<p>Year 3</p>	 <p>Use of various pencils NATURAL MATERIALS/SKETCHING</p> <p>Draw both the positive and negative shapes initial sketches as a preparation for painting</p>  <p>Notan art</p>	<p>Remarkable rainforests</p>  <p>https://tickets.thelowry.com</p> <p>Use smaller eyed needles and finer threads FROGS</p> <p>Weaving BASKET/LENT</p> <p>observation and design of textural art EASTER CARD</p>	<p>Egyptians v Romans</p> <p>Shape, form, model and construct (malleable and rigid materials)</p> <p>EGYPTIAN JEWELLERY</p> <ul style="list-style-type: none"> Plan and develop understanding of different adhesives and methods of construction aesthetics <p>pattern in the environment</p> <p>Draw both the positive and negative shapes initial sketches as a preparation for painting</p>

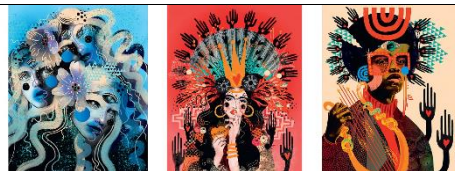


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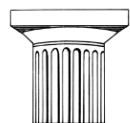
	<p>colour mixing CAVE ART</p> <p>Introduce different types of brushes techniques- apply colour using dotting,</p> <ul style="list-style-type: none"> – Make colour wheels – , scratching, splashing 	 <p>https://www.daytonartinstitute.org/leaf-texture-collage/</p> <p>colour mixing VAN GOGH SUNFLOWERS</p> <p>https://www.youtube.com/watch?v=hjbtu_7DgDA</p> <p>relief and impressed printing LEAVES</p> <p>https://www.youtube.com/watch?v=Hoe-QGeUFuA</p> <p>recording textures/patterns Monoprinting LEAVES</p> <p>Plan and develop understanding of different adhesives and methods of construction</p> <ul style="list-style-type: none"> – Aesthetics RECYCLING – ART  <p>Goldsworthy</p>	<p>accurate drawings of people – particularly EGYPTIAN ART/TOMBS faces</p> <p>Symmetry FAMOUS BUILDINGS</p> <p>design using ICT make patterns on a range of surfaces</p> <p>Introduce different types of brushes techniques- apply colour using dotting,</p> <ul style="list-style-type: none"> – Make colour wheels SEURAT
Year 4	<p>Groovy Greeks</p> <p>Colour to reflect mood- Greek Gods and Goddesses Mythological art Victoria Topping</p>	<p>Our Earth matters</p>  <p>n, accurate drawings of whole proportion and placement of scales- Vertebrates and tion drawings Ernst Heikel</p>	<p>Tribes and Kingdoms</p> <p>Scale and proportion, accurate drawings of whole people including proportion and placement</p> <p>Dragon eyes</p> <p>https://www.youtube.com/watch?v=Id2KXnWvyqgw</p>



Progression of Skills in Art & Design



Identify and draw the effect of light- **Greek temples**



DORIC



IONIC



CORINTHIAN

Plan and develop Experience surface patterns / textures

Matisse collages/ Greek patterns

Tie dying, batik **Matisse vegetable prints**

Discuss own work and work of other sculptors **Mythical creatures multimedia art Damien Hirst- Medusa and Pegasus**

Use sketchbook for recording textures/patterns

Mythical creatures multimedia art Mark Todd Sarah Fanelli

Interpret environmental and manmade patterns
modify and adapt print **Greek olympic mono prints**

Colour mixing and matching; tint, tone, shade

observe colours

suitable equipment for the task

Aurora Borealis Frederic Edwin Church watercolour and chalk art



<https://www.youtube.com/watch?v=nMiyNwQJ13w>

Arctic animal sculptures

<https://www.youtube.com/watch?v=jT5h3PdazM4>



Use a wider variety of stitches

compare different fabrics **Anglo Saxon purses**

experimenting with creating mood, feeling, movement

Picasso art and sculptures








Explore environmental and manmade patterns

Tessellation Anglo Saxon brooch designs





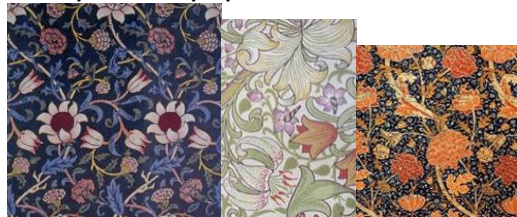




Progression of Skills in Art & Design

<p>Year 5</p>	<p>Vikings</p> <p><u>Viking Shields</u> plan and develop ideas</p> <p>interpret the texture of a surface</p> <p>Hue, tint, tone, shade and mood</p>  <p><u>Viking boat(Landscape drawing) Van Gogh, Justin Gaffrey , texture</u></p> <p>https://artclasscurator.com/texture-in-art-examples/</p> <p>effect of light on objects and people from different directions</p> <p>interpret the texture of a surface</p> <p>produce increasingly accurate drawings animals</p> <p>concept of perspective</p> <p>explore the use of texture in colour</p>	<p>Our Roots/ Benin <u>Benin Clay Animal Tiles</u> plan and develop ideas</p> <p>Shape, form, model and join from observation or imagination</p> <p>Discuss and evaluate own work and that of other sculptors</p>  <p><u>Benin Bronzes</u> effect of light on objects and people from different directions</p> <p>interpret the texture of a surface</p> <p>produce increasingly accurate drawings</p> <p>Hue, tint,tone, shade and mood</p> <p>https://www.britishmuseum.org/about-us/british-museum-story/contested-objects-collection/benin-bronzes</p>  <p><u>Space Art (Science) Peter Thorpe</u></p> <p>http://petershillprimary.org/classblog/Peter-Thorpe-Space-Art</p>	<p>Victorians</p> <p><u>Steam Punk Art – Animals</u> Select and use materials to embellish work</p> <p>effect of light on objects and people from different directions</p> <p>interpret the texture of a surface</p> <p>produce increasingly accurate drawings animals</p>  <p><u>Puppets linked to Traditional tales</u> use stories, music, poems as stimuli</p> <p>Creating with fabric</p> <p>Select and use materials to embellish work</p> <p>artists using textiles</p>  <p><u>William Morris Patterns</u> combining prints</p> <p>design prints</p> <p>make connections discuss and evaluate own work and that of others</p>
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Progression of Skills in Art & Design

		<p>hue, tint, tone, shades and mood</p> <p>explore the use of texture in colour</p> <p>colour for purposes</p> <p><u>African Printing/patterns (Artist to be found)</u></p> <p>combining prints</p> <p>design prints</p> <p>Properties of media</p> <p>make connections</p> <p>discuss and evaluate own work and that of others</p> <p>Create own abstract pattern to reflect personal experiences and expression</p> <p>create pattern for purposes</p>	<p>Create own abstract pattern to reflect personal experiences and expression</p>  <p>create pattern for purpose</p>  <p>Colour Pallet</p>  <p>https://www.bagsoflove.co.uk/make-your-own-wallpaper</p>
Year 6	<p><u>World War Two</u></p> <p><u>The Blitz- Victor Lundy</u></p> <p>effect of light on objects and people from different directions</p> <p>-interpret the texture of a surface</p> <p>-produce increasingly accurate drawings of people</p> <p>https://www.nationalarchives.gov.uk/about/news/artwork-to-commemorate-heroes-of-the-blitz-commissioned-by-ancestry/</p> <p><u>Holocaust memorials</u></p> <p><u>Memorial sculpture artists – Peter Eisenman</u></p>	<p><u>A Postcard From...</u></p> <p><u>The Americas - Frida Kahlo – (All elements of Colour)</u></p> <p>https://www.theartstory.org/artist/kahlo-frida/</p> <p>- hue, tint, tone, shades and mood</p> <p>-explore the use of texture in colour</p> <p>-colour for purposes</p> <p>-colour to express feelings</p>	<p><u>Shakespeare</u></p>  <p>Portraiture – Hans Holbein Giuseppe Arcimboldo</p>



Progression of Skills in Art & Design



ther

Make do and Mend

- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes

- Develops experience in embellishing

RE – Prodigal Son artwork.

- effect of light on objects and people from different directions



Inuit p

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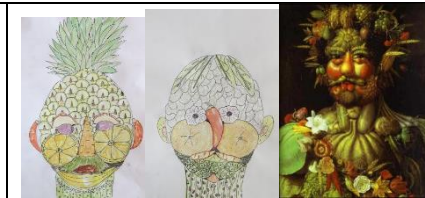
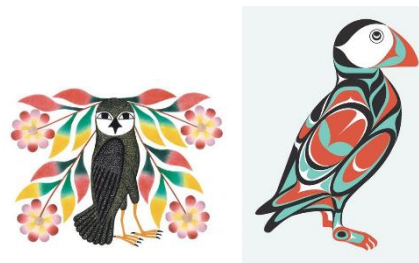


whole or parts of

various artists

Collaboration inspired by Inuit artwork

- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes



Tudor and Elizabethan portraits

<https://www.npg.org.uk/collections/explore/by-period/tudor>

- effect of light on objects and people from different directions
- interpret the texture of a surface
- produce increasingly accurate drawings of people
- concept of perspective

<https://www.tate.org.uk/art/art-terms/e/elizabethan>

Elizabethan Tapestry (French knot)

- Develops experience in embellishing
- Applies knowledge of different techniques to express feelings
- Work collaboratively on a larger scale

https://www.metmuseum.org/toah/hd/broi/hd_broi.htm

