

## Skills Progression: Art and Design

### Drawing

Suggested Media: pencils, rubbers, chalks, pastels, felt pen, charcoal, inks, ICT software.

Possible Artists: Van Gogh, Seurat, Durer, Da Vinci, Cezanne, Picasso, Hopper, Goya, Sargent, Holbein, Moore, Rossetti, Klee, Calder, Cassat,

Reception - Andy Goldsworthy, Aboriginal Art, Monet

| Reception  | Year 1  | Year 2   | Year 3   | Year 4   |
|--|---|--|--|--|
| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Can create symbols and scribble patterns.</p> <p>Can use texture when drawing (eg. brick rubbings).</p> <p>Can consolidating fine motor control through the use of different pencils.</p> <p>Can move towards solid infilling with colour pencils.</p> <p>Can begin to produce lines in a range of different tones using the same pencil.</p> <p>Can work from observation.<br/>Can begin to use pastels in different ways, mixing and hatching.</p> <p>Can begin to start shape drawing correctly.</p> <p>Can begin to scale drawing correctly (eg. relative sizes in a composition).</p> | <p>Can show increasing pencil control (eg. can draw selected detail).</p> <p>Can produce a growing range of patterns and textures with a single pencil.</p> <p>Can use a range of tones using a single pencil.</p> <p>Can work from direct observation and imagination.</p> <p>Can use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc.</p> <p>Can solidly infill shapes using colour pencils, pastels, etc.</p> <p>Can use soft pastels competently.</p> <p>Can begin to experiment with oil pastels.</p> <p>Can use appropriate language.</p> | <p>Can control a pencil with increasing confidence.</p> <p>Can draw whole sketches.</p> <p>Can experiment with different types of line to create a composition e.g. thick and thin, wavy, curved etc (looking closely at the type of line to fit the form).</p> <p>Can create texture through rubbings and creating surface patterns with pencils (focus on different textures).</p> <p>Can confidently work from observation.</p> | <p>Can draw whole sketches with detail of surrounds (i.e. including the background).</p> <p>Can confidently work from imagination.</p> <p>Can solidify infill shapes with coloured pencils and can produce a range of tones with each.</p> <p>Can express different feelings through drawing.</p> <p>Can use appropriate language.</p> |

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### Painting

Suggested Media: watercolour, ready mixed, acrylic.

Possible Artists: Klimt, Marc, Klee, Hockney, Pollock, Riley, Monet, Aboriginal, Rothko, Rivera, Indian Miniatures, O’Keeffe, Hopper, Rembrandt, Lowry, Matisse, Margritte

| Reception  | Year 1  | Year 2  | Year 3   | Year 4   |
|--|---|---|--|--|
| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Can mix primary colours.</p> <p>Can begin to use black and white to create tints and tones.</p> <p>Can create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, etc.</p> <p>Can create texture using colour and different thicknesses of paint.</p> <p>Can begin to work using different coloured, sized, shaped papers.</p> <p>Can work from direct observation and imagination.</p> <p>Can begin to look at work of other artists.</p> | <p>Can mix a range of colours (eg. secondary).</p> <p>Can mix colours to represent objects.</p> <p>Can begin to explore the relationship between colour and moods / feelings – red - angry fire, blue calm – seaside.</p> <p>Can work in different consistencies.</p> <p>Can colour matching, replicating patterns and textures around them.</p> <p>Can use the brush to create a wide range of marks that are being used in their work.</p> <p>Can work in different ways and on a variety of different coloured, shaped paper.</p> <p>Can use appropriate language.</p> | <p>Can use paint and equipment correctly.</p> <p>Can predict colour mixing results with increasing accuracy – colour wheel</p> <p>Can use colour washes to build up thicker layers and paint detail.</p> <p>Can use a brush to produce marks appropriate for work eg, teaching how to use dots and dashes.</p> | <p>Can use paint and equipment correctly and with increasing confidence.</p> <p>Can use the colour wheel to mix different shades of the same colour.</p> <p>Can understand how to use tints and tones - to lighten and darken with the use of black and white.</p> <p>Can competently works with different consistencies of paint.</p> <p>Can use language appropriate to skill.</p> |

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### Collage:

| Reception  | Year 1   | Year 2  | Year 3  | Year 4  |
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| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>Can impress and apply simple decoration.</p> <p>Can use glue and paste carefully.</p> <p>Can cut shapes using scissors.</p> | <p>Can cut a variety of shapes to complete a composition.</p> <p>Can investigate texture with paper e.g. scrunching and screwing paper up to create a composition.</p> <p>Can use a range of decorative techniques.</p> | <p>Can use the technique of overlaying - building up layers on the surface/colour mixes</p> | <p>Can use the technique of overlaying - building up layers on the surface/colour mixes</p> |

### Sculpture:

Suggested Media: 3D work, clay, dough, boxes, wire, paper sculpture, mod roc, natural materials.

Possible Artists: Moore, African, Native American, Hepworth, Arp, Nevelson, Gabo, Calder, Segal, Leach, Kinetic, recycled/ found object sculptures, Egyptian Artefacts, Christo, Frink, Balla, Andre.

| Reception   | Year 1  | Year 2   | Year 3  | Year 4  |
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| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their</p> | <p>Can shape and model from observation and imagination.</p> <p>Can join using a modelling media.</p> <p>Can use techniques such as pinching and rolling when working</p> | <p>Can use equipment in a correct and safe way.</p> <p>Can shape and form from direct observation or imagination.</p> <p>Can join with confidence.</p> | <p>Can shape, form, model and construct from observation.</p> <p>Can work safely.</p> | <p>Can shape, form, model and construct from imagination.</p> <p>Can use surface patterns / textures.</p> |

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| <p>previous learning, refining ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>with mouldable materials (eg clay, plasticine and doughs etc).</p> <p>Can build a construction/sculpture from a variety of objects.</p> <p>Can carve into media using tools.</p> <p>Can use appropriate language to describe tools, media, etc.</p> | <p>Can use range of decorative techniques: applied, impressed, painted, etc.</p> <p>Can use simple tools for shaping, mark making, etc.</p> <p>Can construct from found junk materials.</p> <p>Can replicate patterns and textures in a 3-D form.</p> <p>Can look and discuss their own work and that of other sculptors.</p> |  |  |
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### Printing:

Suggested Media: found materials, rubbings, stencils, sponges, fruit/veg, wood blocks, press print, lino print, mono-print, string.

Possible Artists: Warhol, Hokusai, Hiroshige, Escher, Morris, Labelling, Rothenstein, Kunisada, Advertising, Bawden

| Reception   | Year 1  | Year 2   | Year 3   | Year 4  |
|---|---|--|--|---|
| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining</p> | <p>Can take a rubbing showing a range of textures and patterns.</p> <p>Can take a print from object: leaf, hand, onion, etc.</p> <p>Can develop simple patterns by using objects: tops, vegetables,</p> | <p>Can create patterns and pictures by printing from objects using more than one colour.</p> <p>Can develop impressed images with some detail.</p> | <p>Can use the equipment and media with increasing confidence.</p> <p>Can create repeating patterns.</p> <p>Can print two colour overlays.</p> | <p>Can relief and impressed printing processes.</p> <p>Can use language appropriate to skill.</p> |

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| <p>ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p>leaves, etc.</p> <p>Can produce simple pictures by printing objects.</p> <p>Can work from imagination and observation.</p> | <p>Can use equipment and media correctly,</p> <p>Can produce clean printed image.</p> <p>Can use appropriate language to describe tools, media, process, etc.</p> <p>Can identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> |  |  |
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| Exploring:  |   |  |   |  |
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| Reception   | Year 1  | Year 2   | Year 3  | Year 4   |
| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p><b>ELG:</b><br/>Safely use and explore a</p> | <p>Can respond to ideas to create a composition, image or artefact.</p> <p>Can communicate ideas using a variety of media</p> | <p>Can explore their own ideas.</p> <p>Can communicate their own ideas and meanings through a range of materials and processes.</p> <p>Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.</p> | <p>Can create sketch books to record their observations and use them to review and revisit ideas.</p> <p>Can explore their own ideas.</p> <p>Can use visual and other information for their work.</p> | <p>Can communicate their own ideas and meanings through a range of materials and processes for a range of purposes.</p> <p>Can identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.</p> |

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| <p>variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> |  |  |  |  |
| <p>Make use of props and materials when role playing characters in narratives and stories.</p>                    |  |  |  |  |

### Evaluating:

| Reception  | Year 1   | Year 2  | Year 3  | Year 4   |
|--|--|---|---|--|
| <p><b>Reception:</b><br/>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p> <p><b>ELG:</b><br/>Safely use and explore a variety of materials, tools and</p> | <p>Can describe what they think and feel about their own work.</p> <p>Can demonstrate some knowledge about the work of a range of artists, craft makers and designers.</p> | <p>Can comment on differences in the work of others.</p> <p>Can suggest ways of improving their own work.</p> <p>Can discuss 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.</p> | <p>Can comment on differences and similarities in their own work and the work of others.</p> <p>Can adapt and improve their own work.</p> | <p>Can look at and talk about the work of other artists.</p> |

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| <p>techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> |  |  |  |  |
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