



Bonneygrove Primary School

Progression of skills

Art and Design

EYFS:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

The following progression grids outline the skills and vocabulary to be taught across each phase, along with famous artists pupils will explore.

Skills:	Year 1 & 2	Year 3 & 4	Year 5 & 6
Exploring and developing ideas	<ul style="list-style-type: none"> Record and explore ideas from first hand experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, exploring ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, exploring ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers in different times and cultures.
Evaluating and developing work	<ul style="list-style-type: none"> Review what they and others have done and say what they think and feel about it, e.g. annotate sketch books. Identify what they might change in their current work or develop in future work. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. Adapt their work according to their views and describe how they might develop further. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work saying what they think and feel about them. Adapt their work according to their views and describe how they might develop further.
Drawing	<ul style="list-style-type: none"> Use a variety of tools including pencils, 	<ul style="list-style-type: none"> Experiment with ways in which surface detail 	<ul style="list-style-type: none"> Work with a variety of sources including

	<p>rubbers, crayons, felt tips, charcoal, ballpoints, chalk and other media.</p> <ul style="list-style-type: none"> • Use a sketchbook to gather and collect artwork. • Begin to explore and control the use of line, shape, colour, tone and texture. 	<p>can be added to drawings.</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources. • Draw for a sustained period of time at an appropriate level. • Begin to show awareness of objects having a third dimension, of variations in tone and texture. 	<p>observation, photographs and digital images.</p> <ul style="list-style-type: none"> • Use a sketchbook to collect and record visual information from different sources and to develop ideas. • Work in a sustained and independent way to create a detailed drawing. • Develop close observation skills using a variety of view finders. • Identify artists who have worked in a similar way to their own.
Painting	<ul style="list-style-type: none"> • Use a variety of tools and techniques, including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Experiment with tools and techniques. • Identify primary colours by name; mix primary shades and tones. 	<ul style="list-style-type: none"> • Experiment with different effects and textures inc. blocking in colour, washes, thickened paints etc; and working on a range of scales inc. thin brush on small picture etc. • Mix colours and know which primary colours make secondary colours; use more specific colour language. 	<ul style="list-style-type: none"> • Develop a painting from a drawing, carrying out preliminary studies and trying out different media and materials. • Mix and match colours to create atmosphere and light effects. • Be able to identify primary, secondary, complementary and contrasting colours; use more specific colour language; work with complementary colours.
Printing	<ul style="list-style-type: none"> • Print with a range of hard and soft materials, including natural and manmade objects; make rubbings to collect texture and patterns. • Take simple prints, for example monoprint, block relief and resist printing. • Build repeating patterns and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Create repeating patterns. • Print with two colour overlays. 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method. • Simplify an initial idea in a sketch book. • Print with three colour overlays. • Work into prints with a range of materials.

Textiles/collage	<ul style="list-style-type: none"> • Work with fabric and thread, matching, sorting, changing and modifying. • Cut and shape fabric using scissors. • Apply shapes and decoration with glue or stitching. 	<ul style="list-style-type: none"> • Use a variety of techniques e.g. printing and stitching to create different textual effects. • Match tools to materials. • Develop skills in stitching, cutting and joining. • Experiment with a range of collage techniques such as tearing, overlapping and layering. 	<ul style="list-style-type: none"> • Use fabrics to create 3D structures. • Use different grades of threads and needles e.g. Victorian cross stitch. • Experiment with a range of media to overlap and layer, creating interesting colours, textures to create collage.
3 D Form	<ul style="list-style-type: none"> • Manipulate malleable materials in a variety of ways e.g. rolling, kneading and shaping; exploring sculpture. • Understand safety and care of materials and tools. • Experiment with constructing and joining. • Create texture by changing surfaces of malleable materials. 	<ul style="list-style-type: none"> • Plan, design and make models from observation and imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. • Use paper to create a simple 3D object. 	<ul style="list-style-type: none"> • Shape, form, model and construct from observation or imagination. • Use recycled, natural and manmade materials to create sculptures e.g. Mayan masks. • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips etc. • Produce intricate patterns and textiles in malleable materials. •
Digital Media	<ul style="list-style-type: none"> • Use cameras to record visual information. • Research artists and their work. • Explore the use of cameras for photography. 	<ul style="list-style-type: none"> • Use cameras to record visual information. • Research artists and their work. Compare contributions. • Explore the use of cameras for photography. 	<ul style="list-style-type: none"> • Use cameras to record visual information. • Research artists and their work. Compare contributions. • Explore the use of cameras for photography. • Use photography within artwork such as collage to create effect.

	<ul style="list-style-type: none"> Use a simple graphics package to create images and effects. 	<ul style="list-style-type: none"> Use a graphics package to create images and effects e.g. Scratch. 	<ul style="list-style-type: none"> Use a graphics package to create, import and manipulate images and effects e.g. Scratch.
Vocabulary <u>Elements of Art</u> Colour – (hue, intensity, value, shade, tint) Form (2D, 3D, sculpture, perspective) Line (lines, curves, length, width, strokes, direction) Shape (shape names) Space (background, foreground, middle ground, distance, in between, around, within) Texture (feel, look, smooth, bumpy, hard, soft, clear, rough) Value (lightness, darkness, contrast, shades, tints)	<ul style="list-style-type: none"> sketching book, self-portrait, sketching, observation, thick, thin, lines, crosshatching, primary/secondary colours, poster paint, watercolours, pastels, light/dark, brush sizes, textures, collage, silhouette, join, sculpture, malleable, knead, roll, join, pattern, natural, manmade, recycled 	As before plus: Observational skills, still life grades of pencil, scale, refine, smudge, blend, shading, brush size, effects, colour match, acrylic, block printing, relief/impressed, rollers, overlays, sculpture, slip, construct, texture, embroidery, tapestry, digital art	As before plus: theory of colour, warm/cold colours, complementary/harmonious colours, atmosphere, light/dark/shadow, composition, shading, perspective, 3D, horizon, contrast, mixed media, cross-stitch, sculpt, slabs, coils, slip
Knowledge <u>Artists explored</u>	Henri Matisse – Year 1 Edvard Munch - Year 2	Lowry – Year 3 Andy Warhol – Year 4	Quentin Blake – Year 5 Freda Carlo – Year 6