



### Ashby Willesley Primary School Progression of skills in Art and Design

Our Art Curriculum encourages children to explore and experiment with different media, texture and materials to develop creativity in their own artwork, whilst appreciating the work of others.

|   | EYFS  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
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| <b>Drawing</b><br><b>(pencil, charcoal, inks, chalk, pastels, ICT software)</b> | <p>Hold and use drawing tools such as pencils and crayons using them with some dexterity and control.</p> <p>Use drawings to tell a story</p> <p>Explore different textures</p> <p>Investigate different tines</p> <p>Encourage accurate drawings of people</p> | <p>Use Sketchbook to gather and collect ideas.<br/>Begin to explore the use of line shape and colour</p> <p>Extend the variety of tools</p> <p>Explore different textures</p> <p>Observe and draw objects and landscapes</p> <p>Observe anatomy- faces and limbs</p> | <p>Sketch to make quick records</p> <p>Experiment with tools and surfaces</p> <p>Discuss the use of shadows, use of light and dark</p> <p>Draw a way of recording experiences and feelings</p> <p>Complete more detailed observational drawings</p> <p>Observe anatomy- faces and limbs</p> | <p>Use sketch books to collect and record visual information from different sources</p> <p>Initial sketches a preparation to paint</p> <p>Experiment with the potential of different pencils- different grades</p> <p>Close observations</p> <p>Use View finders<br/>Select a view and visual clues to record an image in a frame</p> <p>Draw both positive and negative shapes</p> <p>Accurate drawings of people-particularly faces</p> | <p>Collect images and information independently in sketchbooks</p> <p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Use View finders<br/>Select a view and visual clues to record an image in a frame</p> <p>Work on a variety of scales</p> <p>Accurate drawing of whole people including proportion and placement</p> | <p>Use sketch books to develop ideas</p> <p>Effect of light on objects and people from different directions</p> <p>Explore texture and tone on natural and manmade objects</p> <p>Compile and develop several studies as visual evidence for a purpose(View Finder)</p> <p>Concept of perspective</p> <p>Produce increasingly accurate drawings of people</p> | <p>Develop ideas using different or mixed media using a sketchbook</p> <p>Convey tonal qualities well and show good understanding of light and dark on forms</p> <p>Interpret a texture of a surface</p> <p>Compile and develop several studies as visual evidence for a purpose(View Finder)</p> <p>Concept of perspective</p> <p>Produce increasingly accurate drawings of people</p> |

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| <p style="text-align: center;"><b>Colour<br/>(including Painting)</b></p> <p style="text-align: center;"><b>Ink, dye, textiles, crayon, pencils,<br/>painting</b></p> | <p>Recognise primary colours<br/>Explore colour mixing<br/>Hold paint brush correctly<br/>Experiment with different tools</p>           | <p>Predict colour mixing results<br/>Recognise secondary and tertiary colours</p>  | <p>Investigate light and dark, shades and tones (adding white and darken by not adding black)</p> <p>Understanding tools and their specific use.</p> <p>Use colour on a large scale</p>  | <p>Colour wheels<br/>Colour mixing</p> <p>Introduce different types of brushes</p> <p>Techniques- apply colour using dotting, scratching, splashing</p> <p>Experiment with Texture-(Explore adding water, sand, glue, sawdust etc)</p>  | <p>Colour mixing and matching; tint, tone, shade (warm and cold colours)</p> <p>Colour to reflect mood</p> <p>Suitable equipment for the task</p> <p>Use colour, tools and techniques to express emotions</p>  | <p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour of purposes</p> <p>Gather observations to plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p>  | <p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour of purposes</p> <p>Gather observations to plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p>  |
| <p style="text-align: center;"><b>3D Form</b></p> <p style="text-align: center;"><b>(clay, dough, boxes, wire, paper sculptures, mod roc)</b></p>                     | <p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p> | <p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using modelling media (clay)<br/>Make simple joins</p> <p>Respond to sculptures and craft artists</p> | <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>Shape and form from direct observations (malleable and rigid materials)</p> <p>Replicate patterns and textures in 3d form</p> <p>Smoothing and joining clay</p> <p>Respond to sculptures and craft artists</p> | <p>Plan and develop</p> <p>Work with shape, form, to model and construct (malleable and rigid materials)</p> <p>Understanding of different adhesives and methods of construction</p> <p>Aesthetics</p> <p>Work with clay- build with clay using 2/3 building techniques and add some surface decoration</p> | <p>Plan and develop</p> <p>Experience surface patterns/textures</p> <p>Papier mache/Modroc</p> <p>Discuss own and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p> <p>Scale up a design- work as a group to create human scale structure of form</p> | <p>Plan and develop ideas</p> <p>Focus on shape, form, model pattern, texture, and colour to create</p> <p>Imaginative use of techniques and tools and materials</p> <p>Understanding of properties of media when constructing</p> <p>Discuss and evaluate own and work of other sculptors</p> | <p>Plan and develop ideas</p> <p>Focus on shape, form, model pattern, texture, and colour to create</p> <p>Imaginative use of techniques and tools and materials</p> <p>Understanding of properties of media when constructing</p> <p>Discuss and evaluate own and work of other sculptors</p> |

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| <p style="text-align: center;"><b>Printing</b><br/>(found materials, fruit/veg, wood, leaves blocks, press print, lino, string)</p> | <p>Rubbings</p> <p>Print with a variety of objects including hands and feet</p> <p>Print with block colours</p>   | <p>Rubbings from texture</p> <p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>   | <p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p> <p>Monoprint by marking onto inked block, controlling line and tone using tools and pressure</p>  | <p>Relief and impressed printing</p> <p>Recording Textures/patterns (string, corrugated card, press print)</p> <p>Mono printing on variety of paper- exploring lines, marks and tones</p> <p>Cut simple stencil and use for printing shapes</p>   | <p>Record textures and patterns in sketch books</p> <p>Interpret environment and manmade patterns- (press printing/ String printing)</p> <p>Explore colour mixing (two coloured inks, a roller and stencil or press print)</p> <p>Complex patterns made up of two or more motifs and print a tiled version</p> <p>Modify and adapt print</p>   | <p>Make connections Between own work and patterns in their environment (curtains, wallpaper)</p> <p>Design prints- for fabrics, book cover, wallpaper or wrapping paper</p> <p>Combining prints</p> <p>Recreate images through relief printing using card and mark making tools to control line, shape and texture</p>                    | <p>Recreate a scene and detailed remembered, observed or imagined through collage relief Collagraph printing</p> <p>Screen printing</p> <p>Explore printing techniques of various artists</p>  |
| <p style="text-align: center;"><b>Texture/Collage /Textiles(link to DT)</b><br/>Textiles, clay, sand, plaster, paper</p>            | <p>Handling, manipulating and enjoying using materials</p> <p>Sensory experiences</p> <p>Simple collage-cutting, tearing (scissor skills)</p> <p>Simple weaving</p> | <p>Weaving</p> <p>Select with thought different materials considering content, shape, surface and texture.</p> <p>Select, sort and modify by cutting, tearing with care before adding other marks and colour</p> | <p>Use large eyed needles- running stitch</p> <p>Simple applique work</p> <p>Sort materials according to specific qualities e.g. warm, cold, shiny, smooth</p> <p>Overlapping and overlaying to create effects</p> <p>Use paste and adhesives to select and place cut and torn shapes onto a surface to convey and idea</p> | <p>Use smaller eyed needles and finer thread</p> <p>Print on fabric using monoprint block or tile or as part of a group using a simple stencil</p> <p>Improve skills of overlapping and overlaying to place objects in front and behind</p> <p>Cut multiple shapes with scissors and arrange for a purpose</p> <p>Experiment with creating mood, feeling and movement</p> | <p>Use wider variety of stitches</p> <p>Attach different element using straight stitch, running stitch or cross stitch</p> <p>Discriminate between fabric materials to select and assemble</p> <p>Weave paper and found materials to represent a landscape/pattern Or texture</p> <p>Interpret stories, music, poems and other stimuli using mixed media elements</p> <p>Use environment as stimulus for mixed media</p> | <p>Select and use cutting tools and adhesives with care</p> <p>Embellish a surface using variety of techniques, including drawing, painting and printing.</p> <p>Select and use found materials with art media and adhesives to assemble and represent</p> <p>Select and use contrasting colours and textures in stitching and sewing</p> | <p>Dye fabrics and use tie-dye techniques to control and create a fabric image.</p> <p>Use plaiting, stapling, and sewing techniques with care to decorate and make an image or artefact</p> <p>Control stitching to produce more complex patterns with care and some accuracy</p> <p>Can embellish decoratively using more layers of materials to build complexity and represent the qualities of a thing</p> |

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| <p style="text-align: center;"><b>Pattern</b><br/><b>Paint, pencil, textiles, clay, printing</b></p> | <p>Imitate and create own simple retesting patterns using concrete objects<br/>e.g. threading buttons/beads, photographing buttons, stones, blocks, compare bears</p> <p>make irregular patterns based on real life e.g. animal skins-</p> <p>simple symmetry-folded butterfly/ladybird</p> | <p>Awareness and discussion of patterns around them</p> <p>Experiment creating patterns on paper using drawings or printing</p> <p>Link to maths</p> | <p>Experiment by arranging, folding, repeating, overlapping regular and irregular patterns</p> <p>Look at natural and man-made patterns</p> <p>Discuss regular and irregular</p> <p>Mondrian/ Klee/ Kandinsky</p> | <p>Search for patterns, the world, picture, objects.</p> <p>Use the environment to make own patterns, prints, rubbing</p> <p>Patterns using ICT</p> <p>Patterns on a range of surfaces clay, dough, fabric, chalk</p> <p>Link to Maths- Symmetry</p> | <p>Consider different type of mark making to make patterns</p> <p>Look at various artists creation of pattern and effect e.g. Gaudi. Escher</p> <p>Link to Maths tessellation (Escher) Geometry, shape and lines (Mondrian/ Klee)</p> | <p>Organise patterns</p> <p>Use shapes to create patterns</p> <p>Create abstract</p> <p>Patterns to reflect personal experiences</p> <p>Creating patterns for a purpose-wallpaper (Morris</p> <p>Draw comparisons between own and artist work</p> | <p>Organise patterns</p> <p>Create abstract patterns</p> <p>Draw comparisons between own and artist work</p> <p>Look at artist creation of patterns and discuss effect</p> |
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