

Progression of skills and knowledge



SUBJECT: Art and Design

Subject intent:

At St Mary's School we value a rich, creative curriculum. Our curriculum aims to develop artistic skills, inspire an appreciation of art and develop a sense of achievement in all our pupils. Art helps children to develop a respect for the abilities of other children, encourages collaboration and the sharing of ideas and feelings. We also understand the importance of children's self-expression as a means to a happy and healthy mind.

We aim to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers and understand the historical and cultural development in their art forms.

		EYFS	By the end of Year 2	By the end of Year 4	By the end of Year 6
PROGRESSION OF SKILLS AND KNOWLEDGE	EXPLORING IDEAS	<p>ELGs:</p> <ul style="list-style-type: none"> • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, coordination and agility. 	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Make links between an artist's work and their own work.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Collect information, sketches and resources.</p> <p>Adapt and refine ideas as they progress.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Comment on art works, using visual language.</p>	<p>Develop and imaginatively extend ideas and starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketch book.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p> <p>Spot potential in unexpected results as work progresses.</p> <p>Comment on artworks with a fluent grasp of visual language.</p>

EVALUATING & DEVELOPING IDEAS	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. 	<p>Review what they and others have done and say what they think and feel about it e.g. annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in their future work</p> <p>Annotate work in sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using visual language.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them using visual language.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>
	DRAWING	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 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. 	<p>By the end of Year 2</p> <p>Use a variety of tools inc pencils, crayons, rubbers, pastels, felt tips, charcoal, ball points, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour. Draw lines of different sizes and thickness.</p> <p>Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern, texture and colour.</p>	<p>By the end of Year 4</p> <p>Make informed choices in drawing inc paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p> <p>Use different hardness's of pencils to show line, tone and texture. (Y4)</p> <p>Annotate sketches to explain and elaborate ideas. (Y3)</p> <p>Sketch lightly (no need for a rubber for mistakes). (Y3)</p> <p>Use shading to show light and shadow (Y4)</p> <p>Use hatching and cross hatching to show tone and texture. (Y4)</p>

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	PAINTING	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Use a range of small tools, including scissors, paintbrushes and cutlery. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Share their creations, explaining the process they have used.</p>	<p>Use a variety of tools and techniques.</p> <p>Use thick and thin brushes. (Y1)</p> <p>Make secondary colours from primary colours. (Y2)</p> <p>Add white to colours to make tints and black to make tones. (Y1)</p> <p>Create colour wheels. (Y2)</p> <p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades using different types of paint.</p> <p>Create different textures e.g. use of sawdust.</p> <p>Experiment with tools and techniques inc layering, mixing media, scraping through etc.</p> <p>Name different types of paint and their properties.</p> <p>Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Use a number of brush techniques, using thick brushes and thin brushes to produce shapes, textures, patterns and lines (Y3)</p> <p>Use watercolours to produce washes for backgrounds then add detail (Y3)</p> <p>Experiment with creating mood with colour (Y4)</p> <p>Make and match colours with increasing accuracy. (Y4)</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Chose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Sketch lightly before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world (Y5)</p> <p>Use the qualities of water colour or acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece. Create shades and tints using black and white (Y6)</p> <p>Use brush techniques and the qualities of paint to create texture. (Y5)</p> <p>Develop a personal style of painting, drawing upon ideas from other artists. (Y6)</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources inc those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>

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PRINTING		<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>Make marks in print with a variety of objects including natural and made objects.</p> <p>Carry out different printing techniques e.g. mono print, block, relief and resist printing.</p> <p>Make rubbings. Press, roll, rub and stamp to make prints.</p> <p>Build a repeating shape pattern and recognise/mimic patterns in the environment. Y2</p> <p>Use a variety of techniques inc carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Replicate patterns observed in the natural or built environment (Y4)</p> <p>Make printing blocks (coiled string on a block) (Y3)</p> <p>Print using a variety of materials, objects, and techniques including layering of two or more colours.</p> <p>Talk about the processes used to produce a simple print to explore pattern and shape creating designs for printing.</p> <p>Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want.</p> <p>Resist printing including marbling, silkscreen and coldwater paste.</p>	<p>Explain a few techniques inc the use of poly-blocks, relief, mono and resist printing.</p> <p>Chose the printing method appropriate to task.</p> <p>Build up layers and colours/textures (Y5) Organise their work in terms of pattern, repetition, symmetry, or random printing styles.</p> <p>Chose inks and overlay colours.</p> <p>Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work. Work relatively independently.</p>
Textiles/ Collage		<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. 	<p>How to thread a needle, cut, glue and trim material.</p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper etc.</p> <p>Use a variety of techniques inc weaving to create patterns, French knitting, tiedyeing,</p>	<p>Select and arrange materials for a striking effect (Y3)</p> <p>Ensure work is precise.</p> <p>Use coiling, overlapping, tessellation, mosaic and montage (Y4)</p> <p>Use a variety of techniques inc printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué.</p>	<p>Show precision in techniques (Y5)</p> <p>Choose from a range of stitching techniques (Y6).</p> <p>Combines previously learned techniques to create pieces (Y6).</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p>

		<ul style="list-style-type: none"> • 	<p>fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Join materials using glue (Yr1) or a stitch (Yr2)</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>Name the tools and materials they have used.</p> <p>Develop skills in stitching, cutting and joining.</p> <p>Shape and stitch materials (Y3)</p> <p>Use basic cross stitch and back stitch (Y3)</p> <p>Colour fabric (Y3)</p> <p>Create weavings (Y4)</p> <p>Quilt, pad and gather fabric (Y4)</p> <p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements</p> <p>Experiment with paste resist</p>	<p>Use a range of media to create collage.</p> <p>Mix textures (Y5)</p> <p>Combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques (Y6).</p> <p>Experiment with using batik safely.</p> <p>Awareness of the potential uses of material.</p> <p>Use different techniques, colours, and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
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	EYFS	By the end of Year 2	By the end of Year 4	By the end of Year 6
3D FORM	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<p>Manipulate clay in a variety of ways eg rolling, kneading, and shaping. Include lines and texture (Yr2).</p> <p>Explore sculpture with a range of malleable media, especially clay.</p> <p>Experiment with, construct and join recycled, natural and man made materials.</p> <p>Explore shape and form.</p> <p>Manipulate clay for a variety of purposes inc thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively</p> <p>Make a simple papier-mâché object .</p> <p>Plan, design and make models.</p> <p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Talk about their work understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials and add materials to provide interesting detail.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use frameworks such as wire or moulds to provide stability or form.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay inc slabs, coils, slips etc.</p> <p>Make a mould and use plaster safely</p> <p>Create sculpture and constructions with increasing independence.</p>