

## Stanbridge Lower School - Progression of Skills in Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>	Use a variety of pencils to sketch and mark make in independent and directed activities. Draw what they see around them.	Communicate something about themselves in their drawing Create moods in their drawings Draw using pencil and crayons Use lines of different shapes and thickness Use 2 different grades of pencil Use and evaluate line, shape, colour, pattern and texture in my work	Use three different grades of pencil in their drawing (4B, 8B, HB) Use charcoal, pencil and pastels Create different tones using light and dark Show patterns and texture in their drawings Use a viewfinder to focus on a specific part of an artefact before drawing it When drawing decide where the light falls on an object or person Use layers of repeating patterns in my work to create light and dark Carefully observe shape and form, looking for geometric shapes (i.e. cylinders, spheres and cuboids)	Show facial expressions in their drawings Use their sketches to produce a final piece of work Use different grades of pencil shade, to show different tones and texture Use light and dark in my work to make objects stand out or fade into a background Write an explanation of their sketch in notes in sketch book	Begin to show facial expressions and body language in their sketches Identify and draw simple objects, and use marks and lines to produce texture Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with Explore tonal gradients to represent things seen, remembered or imagined Use my pencil to help me achieve the correct proportions when drawing realistic images Annotate and note artistic information relating to their sketches and final piece in sketch books	Identify and draw simple objects, and use marks and lines to produce texture Use shading to create mood and feeling Organise line, tone, shape and colour to represent figures and forms in movement Show reflections Explain why they have chosen specific materials to draw with Start to use sketch books to record their creative journey	Use my sketchbook as a journal to record and evaluate my creative progress Understand and use several ways of showing depth in my work (overlapping, different colours/sizes, perspectives, for shortening) Begin to explain how light, distance, relative size and motion effect the appearance of an object
<b>Painting</b>	Explores what happens when they mix colours. Chooses particular colours to use for a purpose	Communicate something about themselves in their painting Create moods in their painting Choose to use thick and thin brushes as appropriate I can control my brushwork – dragging, not pushing, the brush Paint a picture of something they can see name the primary and secondary colours	Mix paint to create all the secondary colours Mix and match colours, predict outcomes Mix their own brown Make tints by adding white Make tones by adding black	Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create a background using a wash Use a range of brushes to create different effects	Create all the colours they need Create mood in their paintings Use shading to create mood and feeling Use fine hair brushes of different sizes	Create a range of moods in their paintings Express their emotions accurately through their painting and sketches using a variety of fine hair brushes to refine skills	Explain what their own style is Use a wide range of techniques in their work Explain why they have chosen specific painting techniques
<b>Printing</b>	Uses simple tools and techniques to print during independent and directed activities.	Print with sponges, vegetables and fruit Print onto paper and textile Design their own printing block Create a repeating pattern	Create a print using pressing, rolling, rubbing and stamping Create a print like a designer	Make a printing block Make a 2 colour print	Print using at least four colours Create an accurate print design Print onto different materials	Create a layered mono print Create an accurate print design that meets a given criteria Print onto different materials	Overprint using different colours Look carefully at the methods they use and make decisions about the effectiveness of their printing methods

							Experiment with other print forms such as lino printing or screen printing
<b>Textiles/collage</b>	Experiments to create different textures Understands that different media can be combined to create new effects	Sort threads and fabrics Group fabrics and threads by colour and texture Weave with fabric and thread or paper Cut and tear paper and card for their collages Gather and sort the materials they will need	Join fabric using glue Sew fabrics together using a running or blanket stitch to embroider or join materials together Create part of a class patchwork Create individual and group collages Use different kinds of materials on their collage and explain why they have chosen them Use repeated patterns in their collage	Add onto their work to create texture and shape Use more than one type of stitch - Use running stitch and backstitch with care to create form and shape in my work Join fabric together to form a quilt using padding Use sewing to add detail to a piece of work Add texture to a piece of work Cut very accurately Overlap materials Experiment using different colours Use mosaic Use montage	Use early textile and sewing skills as part of a project. Select and use contrasting colours and textures in stitching and weaving (using a variety of stitches and overlapping) Use ceramic mosaic Combine visual and tactile qualities	Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc this could include running stitch, cross stitch, backstitch, appliqué and/or embroidery Use ceramic mosaic to produce a piece of art Combine visual and tactile qualities to express mood and emotion	Justify the materials they have chosen Combine pattern, tone and shape? Develop a mixed media artwork combining textiles with other media, such as paint or sculpting materials
<b>3D form</b>	Selects tools and techniques needed to shape, assemble and join materials they are using. Experiment with different forms. Explore a variety of materials	Add texture by using tools Make different kinds of shapes Cut, roll and coil materials such as clay, dough or plasticine Use simple clay techniques such as coil and pinch	Make a clay pot Join two finger pots together Add line and shape to their work Explore and develop simple clay techniques such as coil, pinch and slab	Use an additive (construction) process to make a standing sculpture use sculpting wire to create insects, animals or people. Bend and twist wire around a paper/plastic sculpture	Experiment with and combine materials and processes to design and make 3D form Use an additive (construction) process - Sculpt using modroc	Experiment with and combine materials and processes to design and make 3D form Use a take away process (carving) to sculpt.	Create models on a range of scales Create work which is open to interpretation by the audience Include both visual and tactile elements in their work Sculpt to create an abstract structure.
<b>Breadth of Study</b>	Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Explore 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.	Explore 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.	Understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work	Begin to explore a range of great artists, architects and designers in history.	Recognise the art of key artists and begin to place them in key movements or historical events.  Identify artists who have worked in a similar way to their own work.	Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of the different historical, cultural and social contexts in which they worked.  Know technical vocabulary and techniques for modifying the qualities of materials and process
<b>Exploring and developing ideas</b>	They represent their own ideas, thoughts and feelings	Ask and answer questions about the starting points for their work and the processes they have used.	Say how other artist/craft maker/designer have used colour, pattern and shape	Compare the work of different artists  Explore work from other	Experiment with different styles which artists have used	Experiment with different styles which artists have used	Make a record about the styles and qualities in their work

	through art.		Create a piece of work in response to another artist's work (not copy)	cultures Explore work from other periods of time	Explain art from other periods of history	Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	Say what their work is influenced by
<b>Evaluating and developing work</b>	Selects appropriate resources and adapts work where Necessary.  Say what they like about their work or the work of others.	Review what they and others have done and say what they think and feel about it.	When looking at creative work express clear preferences and give some reasons for these.  Identify what they might change in their current work/ future work.	Reflect upon what they like and dislike about their work in order to improve it.  Identify what they might change in their current work/ future work.	Discuss and review own and others work, expressing thoughts and feelings explaining their views.  Adapt their work according to their views and describe how they might develop it further.	Regularly analyse and reflect on their progress taking account of what they hoped to achieve.	Provide a reasoned evaluation of their own and professional work which takes account of the starting points, intentions and context behind the work.