

ART AND DESIGN SKILLS AND PROGRESSION



What must be taught in Art and Design?

EYs Development Matters:


- Experiments with blocks, colours and marks.
- Beginning to make-believe by pretending.
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'
- Explores colour and how colours can be changed.
- Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials.
- Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.
- Explores what happens when they mix colours.
- Chooses particular colours to use for a purpose.
- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Create simple representations of events, people and objects.
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Represent their own ideas, thoughts and feeling through art


KS1 NC requirements:


- To know 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.
- To develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.


KS2 NC requirements:

- To create sketch books to record their observations and use them to review and share their ideas, experiences and imagination.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).
- To know great artists, architects and designers in history.

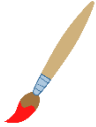
| <u>Skills</u> | <u>Early Years</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| Mastering techniques Drawing/ Sketching  | <u>Nursery:</u> Explore drawing materials e.g. different pencil types, colour, lead, crayon, pastel and chalk Draw on different surfaces and coloured paper. Explore large scale outside drawing on the playground Begin to communicate ideas through drawing such as drawing a line and saying "That's me." <u>Reception:</u> Develop and practice different line types e.g. wavy, curved, straight, thick and thin. Make simple representations of familiar objects, people and events. Use drawing to tell a story and represent their own ideas and thoughts. Begin IT programmes to draw and create a picture e.g. 2Simple/ 2paint | Continue to experiment with a variety of media: pencils, crayons, pastels, felt tips, pen and chalk. Draw on a range of surfaces with a range of media. Learn pencil types, their properties and explore e.g. using chunky or thin pencils, coloured. Develop control of a pencil for detail in their pictures, Use a pencil to create lines of different thickness in drawings, Continue to use IT programmes to draw and create a picture e.g. 2Simple Show how people feel in paintings and drawings. Investigate textures by describing, naming, rubbing and copying Produce a range of patterns and textures | Begin to control the types of marks made with range of media such as crayons, pastels, felt tips, pen and chalk Continue to add detail to a picture and begin to use the side of a pencil to add shading to detail. Extend use of drawing materials- charcoal, pencil, watercolour pastels and oils pastel to create drawings and different surfaces. Continue to investigate tone by drawing light/ dark lines. Use different IT programmes to draw and create a picture e.g. 2Simple, a sprite in Scratch Colour neatly following the lines. Show pattern and texture by adding dots and lines. Observe and draw landscapes, patterns, faces and objects. | Begin to use sketchbooks to collect and record observations, and to develop their own ideas. Develop intricate patterns/ marks with a variety of media Plan, refine and alter sketches as necessary. Begin to show an awareness of objects having a third dimension Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Develop shading to show light and shadow. Use hatching and cross to show tone and texture. Use a view finder to select an area of a subject for drawing. Continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. | Continue to use sketchbooks to collect and record observations and to develop their own ideas. Add simple annotations to sketches to explain some ideas. Begin to make individual choice in their choice of media. Use line, tone, shape and colour to represent figures and forms in movement. Use line to replicate geometric patterns. Begin to understand and use different grades of pencils to show line, tone and texture. 2B/4B/6B Draw for a sustained period of time at an appropriate level. | Begin to use sketchbooks to create a collection of observational drawings and to develop and revisit ideas. Add more detailed annotations to sketches to explain some ideas. Begin to include measuring skills to help with proportion in their drawings. Begin to use shading to create mood and texture and feeling. Choose and use three different grades of pencil when drawing. 2B, 4B and 6B Evaluate and analyse creative works. Draw for a sustained period of time at an appropriate level. | Extend the use of sketchbooks to create a collection of observational drawings and to develop and revisit ideas. Manipulate and experiment with the elements of art; line, tone, pattern, texture, form, space, colour and shape. (full range of Sketching pencils) Develop confidence in using a variety of drawing mediums, including ink and pen. Use a variety of techniques to add reflections, shadows, direction of sunlight for effect. Develop accuracy and expression in observational drawings, including the human figure. Choose and combine different drawing materials as appropriate to task and purpose. |

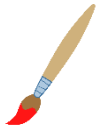
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| | | | | | | | Draw for a sustained period of time at an appropriate level. |
| | <u>Early Years</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
| Vocabulary- Drawing/ sketching  | <u>Nursery:</u> pencil pen crayon chalk colour paper <u>Reception:</u> line wavy curved straight thick thin marks | felt tip pastel line long short scribble zig-zag pattern spotted stripy size space soft | shade detail light dark repeat shape solid broad narrow criss-cross symmetrical | sketchbook 3D texture tone light shadow hatching cross-hatching chequered landscape cityscape portrait self-portrait record outline position | annotate media figure form grade diagonal bold tint harsh regular irregular distance weight pressure appearance character | vertical horizontal angle proportion technique contrast scale focal point mood feeling evaluate analyse tessellate refine alter modify | manipulate composition reflection direction perspective foreground background accurate observe expression continuous delicate parallel dramatic graduated highlight varied intricate ornate |


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| <p>Mastering techniques</p> <p>Clay and 3D sculpture</p>  | <p><u>Nursery:</u></p> <p>Manipulate and use playdough/ plasticine or salt dough in their play.</p> <p>Impress and apply simple decoration - pushing pasta into playdough</p> <p>Experiment with 3D junk modelling.</p> <p><u>Reception:</u></p> <p>Complete one clay project e.g. Diwali diva lamps or clay animals at Scotswood Gardens linked to children's interests.</p> <p>Cut shapes using scissors and other modelling tools</p> <p>Build a construction/ sculpture using a variety of natural materials and objects at forest school.</p> <p>Manipulate materials to achieve a planned effect.</p> | <p>Continue to experiment in a variety of malleable materials e.g. playdough, clay, salt dough.</p> <p>Shape and model materials using their imagination</p> <p>Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading</p> <p>Impress and apply decoration more confidently</p> <p>Use cutting, rolling and coiling of materials in their finished piece of work.</p> <p>Use tools and equipment safely and in the correct way</p> | <p>Complete one clay project - sea creature inspired clay work.</p> <p>Join two pieces of clay together successfully</p> <p>Shape, form and model from observation and imagination</p> <p>Demonstrate making patterns and textures when appropriate</p> <p>Use tools and equipment safely and in the correct way</p> | <p>Experiment with making a mosaic - Romans topic.</p> | | <p>Use sketchbooks to collect and record visual information and plan how to join parts of the sculpture</p> <p>Complete one clay project - wide-eyed frog rainforest clay work.</p> <p>Research the work on an artist and use their work to replicate a style</p> <p>Work in a safe, organised way, caring for equipment</p> <p>Construct a simple base for extending and modelling other shapes</p> <p>Secure work to continue at a later date</p> | |
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| Vocabulary- Clay and 3D sculpture  | (introduce) playdough plasticine clay roll squash flat pat stretch rough smooth bumpy soft hard cut build stick together | (consolidate) playdough plasticine clay roll squash flat pat stretch rough smooth bumpy soft hard cut build stick together | model carve join bend tool model pattern press solid sculpture 3D solid | Structure texture fine uneven mosaic recycled natural man-made attach matt glossy raised uneven twist architect trim edge form | | jagged pitted coarse replicate cast impress stylised symbolic ornate pliable hollow attachment Construct assemble delicate uniform complex serrated proportion decoration realistic | |


| <u>Skills</u> | <u>Early Years</u> | <u>Year 1</u> | <u>Year 2</u> | <u>Year 3</u> | <u>Year 4</u> | <u>Year 5</u> | <u>Year 6</u> |
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| Mastering techniques Painting  | Nursery: Learn some basic housekeeping for painting activities. Know about wearing an apron and where to put pictures to dry. Match colours to objects in the environment. Explore different size brushes or tools including large brushes, sponges, fingers or twigs. Explore painting with a wider range objects e.g. making patterns with cars/ bricks Explore working with paint on different surfaces. Explore colour and how they can be changed. Reception: Name and recognise primary colours. Explore what happens when they mix colours. Name some secondary colours. Experience 2 different paint types- e.g. poster and water colour. Artists: Yayoi Kusama, | Continue to develop housekeeping for painting activities. Know about wearing an apron, where to put pictures to dry and that paintbrushes need washing after use. Develop ability to control paint and brush. Know and name both primary and secondary colours Mix, use and apply secondary colours in their work. Explore white/black added to paint colours. Continue to explore working with paint on different surfaces e.g. painting on card to painting a clay model. Look at a famous painter's work and copy the style- Georges Seurat's pointillism work. Artists: Picasso, George Seurat and Van Gogh | Experience painting with smaller brushes and develop brush control. Explore what happens when secondary colours are mixed. Use light and dark within a painting Create tints with paint by adding white. Create tones with paint by adding black. Explain ideas of how artists have used colour, pattern and shape. Create moods in artwork by using colours and techniques. Artists: Henri Matisse, Ray Lonsdale and E H Shepherd. | Mix colour, shades and tones with increasing confidence. Know tertiary colours. Further explore tint/tone shade- apply this in their paintings. Create a background using a colourwash. Use a range of brushes to create different effects in painting. Identify the techniques used by different artists - Pablo Picasso Compare the work of different artists. Understand what is meant by a warm or cold colour. Use sketchbooks to collect and record ideas and practise painting techniques. Artists: Leonardo Da Vinci, Arcimboldi and Paul Oughton | Continue to use sketchbooks to collect and record ideas and practise painting techniques. Mix tertiary colours Know how different colours affect our mood/ feelings. Compare and contrast two paintings with separate moods. Experiment with the styles used by other artists (painters) - European- Artists: Leonid Afremov, Anselm Kiefer, Rembrandt, Michael Angelo, Munch Bourgeois and Jennifer Angus | Continue to use sketchbooks to collect and record ideas and practise painting techniques. Confidently control the types of marks made and experiment with different effects. Use tertiary colour in their paintings. Mix and match colours to atmosphere. Start to develop their own styles using tonal contrast and mixed media. Understand what is meant by complementary and contrasting colours Experiment with the styles used by other artists (painters) - Claude Monet Artists: Beatriz Milhazes, Jim Edwards, Robert Burns Dick | Continue to use sketchbooks to collect and record ideas and practise painting techniques. Make individual choices regarding choice of media and state why in their work. Work in a sustained and independent way to develop their own style of painting. Purposely control the types of marks made and experiment with blocking colour, washes, thickening paint. Use feedback to make amendments and improvements to art. Develop their vocabulary in describing tones when painting. Experiment with the styles used by other artists (painters) - Georgia O'Keeffe and Hokusai |
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| Vocabulary- Painting  | (Introduce) primary colours paint mix paintbrush bright light dark thick thin long short | (Consolidate) primary colours paint mix paintbrush bright light/ lighter dark/ darker thick thin long short | colour shape pattern dab sweep poster paint | shade tone tertiary tint wash water colour warm cold cool emotion Detailed colours e.g. scarlet, emerald. | mood feelings compare contrast media blend natural | atmosphere tonal complementary contrasting pale pastel bold townscape seascape scenery horizon traditional modern | Vibrant intense subtle bold pale earthy translucent opaque neutral sombre acrylic paint abstract arrangement |

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| Mastering techniques Printing and IT  CC Links | <p><u>Nursery:</u></p> <p>Enjoy taking rubbings- leaves and bricks and other's following children's interests.</p> <p>Create simple pictures by printing from objects - car tracks or potato printing</p> <p>Develop simple patterns by using objects</p> <p><u>Reception:</u></p> <p>Enjoy using stencils to create a picture</p> <p>Explore using digital resources including one the internet and 2simple</p> <p>Understand that different media can be combined to create new effects.</p> | <p>Explore printing simple pictures with a range of hard and soft materials including sponges and corks</p> <p>Experience printing from objects.</p> <p>Begin to identify forms of printing: books, posters, pictures and fabrics</p> <p>Continue to explore using digital resources e.g. internet or 2simple</p> <p>Understand how to change lines, brush size, colour on 2paint</p> | <p>Continue to explore using digital resources including the internet and 2simple</p> <p>Understand how to change lines, brush size, colour, erase and crop on 2paint</p> | <p>Start using a sketchbook to plan and develop simple ideas and collect textures and patterns</p> <p>Print simple pictures using different printing techniques</p> <p>Begin to record and collect visual information including taking photos on iPads</p> <p>Present visual information using software choosing from PowerPoint or Book Creator</p> | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas</p> <p>Create repeating patterns</p> <p>Record and collect visual information including taking photos on iPads</p> <p>Present visual information using software choosing from PowerPoint or Book Creator</p> | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas</p> <p>Use tools in a safe way</p> <p>Start to overlay prints with other media</p> <p>Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras</p> <p>Present visual information using software including choosing from PowerPoint, Book Creator, Movie Maker</p> <p>Create and manipulate images</p> | <p>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas and annotating ideas</p> <p>Use tools in a safe way</p> <p>Continue to overlay prints with other media</p> <p>Understand mono and relief printing</p> <p>Record and collect visual information including taking photos on iPads and recording short videos and using digital cameras with different settings</p> <p>Present visual information using software choosing from PowerPoint, Book Creator, Movie Maker</p> <p>Create and manipulate images</p> |

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| Vocabulary- Printing and IT  | <u>Nursery:</u> rub rubbing print roll line press colour <u>Reception:</u> shape object | hard soft smudge shapes print overlap | pattern image repeat stencil | texture block imprint mould marbling surface absorb | continuous | print tile roller inking up pressure | motif rotate reflect repetition monotype |

| Skills | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Mastering techniques Collage and Textiles  | <u>Nursery:</u> Enjoy playing with and using a variety of textiles and fabrics Begin to be interested in and use some appropriate language to describe texture Create images from a variety of media e.g. fabric, tissue paper, magazines <u>Reception:</u> Show experience in fabric collage and layering fabric Show experience in simple weaving: paper, twigs, ribbons, carrier bags Cut and shape fabric using scissors. Experiment to create different textures. Safely use and explore a variety of materials, tools and techniques. | Begin to identify different forms of textiles Begin to identify different types and textures of fabric and materials for collage Cut and shape fabric using scissors Use appropriate language to describe colour and texture Create images from a variety of media using fabric, tissue paper, magazines Sort, arrange and glue materials to different backgrounds | | | | Continue to use a sketchbook to plan, collect and develop ideas adding annotations to explain thoughts Adapt work as and when necessary and explain why Add collage to a painted, printed or drawn background (Cultural Diversity Art) | |

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| Vocabulary- Collage and textiles  | <u>Nursery:</u> cut shape scissors stick glue colour stick <u>Reception:</u> weave over under wool | fold crumple tear overlap collage place shape | | | | (Consolidate) decoration applique layers combine natural synthetic embellish aesthetic manipulate enhance accentuate detract practicality | |

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| Study great artists, craft makers, architects and designers  | <p><u>Nursery:</u></p> <p>Think about what art is and share ideas with others</p> <p><u>Reception:</u></p> <p>Describe a picture created by an artist</p> <p>Experiment with a technique that an artist uses</p> | <p>Record and explore ideas from first-hand observation</p> <p>Describe the work of a notable artist or designer including Seurat and LS Lowry</p> <p>Use some of the ideas of artists studied to create their own pieces</p> <p>Say what I like/ dislike about artwork</p> | <p>Record and explore ideas from first-hand observation</p> <p>Describe the work of a notable artist or designer- Mondrian</p> <p>Use some of the ideas of artists studied to create their own pieces</p> <p>Say how I think an artist created their artwork</p> | <p>Replicate some of the techniques used by notable artists or designers- Picasso and Da Vinci</p> <p>Create original pieces that are influenced by studies of others</p> <p>Think of some questions that I would ask the artist when studying artwork</p> <p>Talk about my opinion of the work</p> | <p>Replicate some of the techniques used by notable artists or designers -</p> <p>Create original pieces that are influenced by studies of others</p> <p>Rank a set of painting from favourite to least favourite and say why</p> <p>Think of a suitable title for some artwork</p> <p>Discuss the artists main message in their art</p> | <p>Give details about the styles of some notable artists or designers- Monet</p> <p>Study an artist and show how their work was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and style</p> <p>Think of some alternative titles for some artwork</p> <p>Discuss why the artist might have used certain media or technique</p> | <p>Give details about the styles of some notable artists or designers- Georgia O'Keeffe</p> <p>Study an artist and show how their work was influential in both society and to other artists</p> <p>Create original pieces that show a range of influences and style</p> <p>Interpret a piece of artwork through another's eyes</p> <p>Discuss the main theme of a piece of artwork</p> <p>Compare artwork produced by the same artist or other artists</p> |

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| Possible texts to support learning | <p><u>Nursery:</u></p> <p>Brown bear, Brown bear what can you see?</p> <p>Hooray for fish!</p> <p>The Very Hungry Caterpillar</p> <p><i>Books may also be linked to children's interests</i></p> <p><u>Reception:</u></p> <p>The Colour Monster by Anna Llenas</p> <p><i>Books may also be linked to children's interests</i></p> | <p>Katie and the Bathers (Pointillism)</p> <p>Katie and the Sunflowers (Van Gogh)</p> | <p>The Secret of Black Rock</p> <p>Hello Lighthouse</p> <p>The Lighthouse Keeper Stories</p> <p>Flat Stanley: The Australian Boomerang Bonanza</p> <p>Are We There Yet?</p> | <p><u>Autumn</u></p> <p>Leon and the Place Between - English focus with links to Art (colour, pattern, perspective, mood, emotion, collage)</p> <p>Picasso and the girl with a ponytail.</p> <p><u>Spring</u></p> <p>The Tin Forest - English focus with links to Art & Science (observational drawings of plants)</p> <p><u>Summer</u></p> <p>A kingdom by the Sea</p> | <p><u>Autumn</u></p> <p>Stone Age Boy</p> <p>Pebble in my Pocket</p> <p>Mouse, Bird, Snake, Wolf by David Almond</p> <p><u>Spring</u></p> <p>Getting to know the World's Greatest Artists: Salvador Dali</p> <p><u>Summer</u></p> <p>Non-fiction texts with detailed illustrations/ photographs of insects</p> | <p><u>Autumn</u></p> <p>Project College by Bev Speight</p> <p><u>Spring</u></p> <p>The Art and Architecture of Ancient Greece</p> <p><u>Summer</u></p> <p>Katy and the Water Lily Pond: A Magical Journey Through 5 Monet Pieces</p> | <p><u>Autumn</u></p> <p>Little People, Big Dreams: Georgia O'Keeffe</p> <p><u>Spring</u></p> <p>Flood by Alvaro F Villa (picture book)</p> <p><u>Summer</u></p> <p>The Art of Ancient Egypt by Gay Robins</p> |
| Possible visits and visitors to support learning | <p>Scotswood Gardens</p> <p>Forest Schools</p> | <p>Local Art gallery</p> | <p>Grace Darling Museum</p> | <p>Local Art gallery</p> <p>Winter Gardens</p> <p>Wildlife Garden (school)</p> <p>The coast</p> <p>Woodhorn Museum</p> <p>Visit from Paul Oughton</p> | <p>Local Art gallery</p> | <p>Durham University Outreach- Greek artefacts</p> <p>Discovery Museum- local area and bridges</p> <p>Bridges Walk/ Baltic</p> | <p>Durham University Outreach- Egyptian artefacts</p> <p>Great North Museum- Ancient Egyptians</p> <p>Shipley Art Gallery</p> |

Other texts available to support art:

- Anholt's Artists Series
- The Dot by Peter H Reynolds
- Luna Loves Art by Joseph Coelho
- The Wonder by Faye Hanson
- Women in Art: 50 Fearless Creatives... by Rachel Ignatofsky
- Vincent's Starry Night... by Michael Bird
- Children's Book of Art by Rosie Dickins