



St Winifred's Primary School
Progression of Skills and Knowledge: Art and Design Curriculum

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing (pencil, wax, chalk, ink, pen, brushes)	<p>Begin to use a variety of drawing tools for example finger, stick, pencil, chalks.</p> <p>Use drawings to tell a story.</p> <p>Investigate different lines – thick, thin, wavy straight. To illustrate this, explore different textures and experiment with different mark makings.</p> <p>Encourage accurate drawings to represent people through including all visible body parts.</p>	<p>Use a variety of tools – pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour.</p>	<p>Begin to layer different medias – felt tips over pastels, ballpoint over charcoal.</p> <p>Draw for a sustained period from real objects and experiment with the visual elements – line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different resources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing including paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently for own sketchbooks.</p> <p>Use research to inspire drawings from imagination and memory.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Use a sketchbook to develop ideas.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>

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Colour (painting, ink, dye, textiles, pencils, crayon, pastels).	<p>Learn fundamental colour mixing using primary colours.</p> <p>Play with colours, experimenting to 'discover' new colours.</p> <p>Try to mix colours to match images from paintings or books etc.</p> <p>Pupils learn that colours can be made darker or lighter by adding black or white or by adding more water/pigment.</p>	<p>Pupil's use colours imaginatively learning that colour can be used to express their thoughts and feelings.</p> <p>Pupils further develop their ability to make colours darker and lighter and understanding of how this affects form.</p> <p>Find collections of colours.</p>	<p>Develop colour mixing to make finer variations in secondary colours.</p> <p>Darken colours without using black.</p> <p>Using colour on a large scale.</p> <p>Pupils learn why light colours appear to be near and dark objects look further away, then explore this in their art.</p>	<p>Pupil's mix secondary and tertiary colours to paint with and use colours, textures, lines and shapes imaginatively and appropriately to express ideas.</p> <p>Learn how depth is created by varying the tones or colours, such as in skies and landscapes and how much more interesting this makes the painting.</p> <p>Make colour wheels</p> <p>Techniques: applying colour using dotting, scratching, splashing</p>	<p>Pupils learn how colour has light and dark values and how colour can be used to make colours lighter or darker, creating more vibrant paintings such as those produced by the Impressionists.</p> <p>Colour mixing and matching: tint, tone, shade.</p> <p>Colour to reflect mood.</p>	<p>Develop ability to control colour when painting; for blending, reducing hue and improving the translucency of colour.</p> <p>Knows colour relationships such as complimentary colours, harmonious colours (colours next to each other on the colour wheel). At this stage they should mix secondary and tertiary colours, being able to control the amounts for purpose.</p> <p>Pupils learn that darker and lighter colours can be added to create tints and shades instead of black and white.</p>	<p>Colours should be mixed with care and sensitivity to show feeling and ideas. At this stage they should confidently mix secondary and tertiary colours, being able to control these to suit their own purpose.</p> <p>Understand colour relationships such as complimentary & harmonious colours.</p> <p>Control paint to make things appear lighter and further away or with darker, more intense hues to bring them closer, such as when painting landscape.</p>

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Texture (textiles. Clay, sand, plaster, stone)	<p>Handling, manipulating and enjoying using materials for sensory experience.</p> <p>Simple collages.</p>	<p>Weaving</p> <p>Collage</p> <p>Sort according to specific qualities.</p> <p>How textiles create things.</p>	<p>Overlapping and overlaying to create effects.</p> <p>Use large eyed needles – running stitches</p> <p>Simple applique work</p> <p>Start to explore other simple stitches.</p> <p>Collage.</p>	<p>Use smaller eyed needles and finer threads.</p> <p>Weaving</p> <p>Tie dyeing, batik</p>	<p>Use a wider variety of stitches</p> <p>Observation and design of textural art</p> <p>Experimenting with creating mood, feeling, movement</p> <p>Compare different fabrics</p>	<p>Use stories, music, poems as stimuli to help select and use materials</p> <p>Embellish work</p> <p>Fabric making</p> <p>Explore artists using textiles.</p>	<p>Develop experience in embellishing</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale.</p>
Pattern (paint, pencil, textiles, clay, printing)	<p>Repeating patterns</p> <p>Irregular painting patterns</p> <p>Simple symmetry</p>	<p>Awareness and discussion of patterns</p> <p>Repeating patterns</p> <p>Symmetry</p>	<p>Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Natural and man-made patterns</p>	<p>Explore patterns in the environment.</p> <p>Make patterns on a range of surfaces.</p> <p>Symmetry</p>	<p>Explore environmental and manmade patterns.</p> <p>Tessellation.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>	<p>Create own abstract pattern to reflect personal experiences and expression.</p> <p>Create pattern for purposes.</p>

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Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)	<p>Pupils handle, feel and manipulating materials in a variety of ways including rolling, pinching, kneading and shaping.</p> <p>Pupils learn to create form by cutting, forming, and joining familiar 3D shapes such as packaging, cartons or boxes into desired effects.</p> <p>Simple shapes and forms are made from pliable materials such as modelling clay, foam or wire for example. Constructing.</p>	<p>Pupils cut, form, tear, and shape a range of materials to create Forms to make things they have designed, invented, or seen.</p> <p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Experiment with constructing and joining recycled, natural and manmade materials.</p>	<p>Pupils cut, form, tear and shape a range of materials to create Forms & make things they have designed, invented or seen and can modify & correct things with greater skill.</p> <p>Make simple plans for making, deciding which tasks need to be done first, allowing for drying and completion time, they know when to get advice.</p> <p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells.</p> <p>Explore a range of other sculptors</p>	<p>Make 3D models by constructing materials and using papier mâché and paint to add a final finish.</p> <p>Plan, design and make models from observation or imagination. Develop ideas further.</p> <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.</p> <p>Manipulate clay using pinch, slab and coil techniques.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p>	<p>Make 3D models by constructing materials and using papier mâché and paint to add a final finish.</p> <p>Plan, design and make models from observation or imagination.</p> <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form.</p> <p>Manipulate clay using pinch, slab and coil techniques.</p> <p>Create surface patterns and textures onto clay looking at cultural decoration from historic time periods.</p> <p>Thinking about aesthetics.</p>	<p>Manipulate materials to make a new 3D form e.g. human figure.</p> <p>Add final finishes to models using paint/glazing techniques.</p> <p>Use clay to create a coil pot using joining techniques to add detail e.g. handles.</p> <p>Use smoothing techniques to create a desired finish before painting.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	<p>Manipulate materials to make a new 3D form e.g. human figure.</p> <p>Add final finishes to models using paint/glazing techniques.</p> <p>Use clay to create a coil pot using joining techniques to add detail e.g. handles.</p> <p>Use smoothing techniques to create a desired finish before painting.</p> <p>Discuss and evaluate own work and that of other sculptors.</p>

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Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<p>Pupils make simple printing blocks from soft materials they have cut, shaped, or moulded.</p> <p>Rubbings</p> <p>Print with block colours</p>	<p>Pupils learn different methods of printing such as mono printing, block printing, relief printing or by etching into soft materials.</p> <p>Print using simple materials, card, string, foam, textured materials and paper, clay, polyprinting etc.</p> <p>Create simple patterns through printing</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore more complex patterns for example.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Identify the different forms printing takes</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore more complex patterns for example.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Colour mixing through overlapping colour prints</p>	<p>Pupils use printing (mono printing, block printing, relief printing etc.) to create both individual images and repeat patterns.</p> <p>They use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p> <p>Interpret environment and manmade patterns</p> <p>Modify and adapt print</p>	<p>Pupils develop mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns.</p> <p>They use more complex printing blocks with mathematical and visual precision.</p> <p>Make connections, discussing and evaluate own work and that of others.</p>	<p>Builds up drawings and images of whole or parts of items using various techniques</p> <p>Screen printing</p> <p>Explore printing techniques used by various artists.</p> <p>Pupils develop more complex mono printing, block printing, relief printing etc. to create artwork that might be singular images or patterns.</p> <p>They use more complex printing blocks with mathematical and visual precision.</p>

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Sketchbooks		Use a sketchbook to gather and collect artwork (this will also help show progression through a student's work).	Understand the basic use of a sketchbook and begin to plan ideas for drawings.	Sketchbooks are used to practice and try out ideas and techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries.	Sketchbooks are used to practice and try out ideas and techniques. They make records of the world around them, their ideas, thoughts, feelings and discoveries. so their sketchbook becomes a very personal space.	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping.</p> <p>Sketchbooks are used to practice and try out ideas and techniques.</p> <p>Record observations and research of artists and themes.</p> <p>Use a sketchbook for pleasure, recording, ideas and expression so their sketchbook becomes a very personal space.</p>	<p>Pupils experiment with techniques in sketchbooks to see what works and what doesn't. They label these experiments for their own learning and record keeping.</p> <p>Sketchbooks are used to practice and try out ideas and techniques.</p> <p>Record observations and research of artists and themes.</p> <p>Use a sketchbook for a range of purposes, pleasure, thoughts, ideas and expression so their sketchbook becomes a very personal space.</p>

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Responding to art	<p>Look at a range of artists who draw, sculptors, and painters.</p> <p>Talk about similarities and differences.</p> <p>Begin to express how a piece of art makes you feel, talking about likes and dislikes.</p> <p>Understand we may all have different responses in terms of our thoughts and the things we make.</p> <p>Understand all responses are valid.</p>	<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>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 owns work.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p>	<p>Continue to 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.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications/changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>