

Loseley Fields Primary School

Art and Design – Progression of Skills.

	<u>Drawing</u>	<u>Colour</u>	<u>Texture</u>	<u>Form</u>	<u>Printing</u>	<u>Pattern</u>
EYFS	<ul style="list-style-type: none"> ▪ Begin to use a variety of drawing tools. ▪ Use drawings to tell a story. ▪ Investigate different mark marking. ▪ Exploring different surfaces and textures. ▪ Encourage accurate drawings of people 	<ul style="list-style-type: none"> ▪ Experimenting with and using primary colours. ▪ Naming colours. ▪ Colour mixing (informal) ▪ Naming tools that bring colour. ▪ Use range of tools to make coloured marks on paper. 	<ul style="list-style-type: none"> ▪ Handling, manipulating and enjoying using materials. ▪ Sensory experiences. ▪ Simple collages. ▪ Simple weaving. 	<ul style="list-style-type: none"> ▪ Handling, feeling, enjoying and manipulating materials. ▪ Constructing. ▪ Building and destroying. ▪ Shape and model using a variety of materials. 	<ul style="list-style-type: none"> ▪ Rubbings. ▪ Print with a variety of objects. ▪ Print with block colours. 	<ul style="list-style-type: none"> ▪ Repeating patterns. ▪ Irregular painting patterns. ▪ Simple symmetry.
Year 1	<ul style="list-style-type: none"> ▪ Extend the variety of drawing tools. ▪ Explore different surfaces and textures. ▪ Observe and draw landscapes. ▪ Observe patterns. ▪ Observe anatomy (faces and limbs) 	<ul style="list-style-type: none"> ▪ Name all of the colours (of the rainbow) ▪ Colour mixing – how to make secondary colours. ▪ Finding collections of colours. ▪ Applying colour with a range of tools. 	<ul style="list-style-type: none"> ▪ Weaving ▪ Collage ▪ Sorting according to qualities ▪ Explore how textiles create things. 	<ul style="list-style-type: none"> ▪ Construct. ▪ Use materials to make known objects for a purpose. ▪ Carve. ▪ Pinch and roll coils and slabs using a modelling media. ▪ Make simple joins. 	<ul style="list-style-type: none"> ▪ Create patterns. ▪ Develop impressed images. ▪ Relief printing. 	<ul style="list-style-type: none"> ▪ Awareness and discussion of patterns. ▪ Repeating patterns ▪ Symmetry
Year 2	<ul style="list-style-type: none"> ▪ Experiment with tools and surfaces. ▪ Draw as a way of recording experiences and feelings. ▪ Discuss use of shadows, light and dark. ▪ Sketch to make quick records. 	<ul style="list-style-type: none"> ▪ Being to describe colours by objects. ▪ Make as many tones of one colour as possible (using white to lighten) ▪ Darken colours without using black. ▪ Using colour on a larger scale. 	<ul style="list-style-type: none"> ▪ Overlapping and overlaying to create effects. ▪ Use large-eyed needles to create a running stitch. ▪ Simple applique work ▪ Start to explore simple stitches ▪ collage 	<ul style="list-style-type: none"> ▪ Develop an awareness of natural and manmade forms. ▪ Expression of personal experience and ideas. ▪ 	<ul style="list-style-type: none"> ▪ Print with a growing range of objects. ▪ Identify the different forms of printing. 	<ul style="list-style-type: none"> ▪ Experimenting by arranging, folding, repeating, overlapping, regular and irregular patterning. ▪ Explore natural and manmade patterns. ▪ Discuss regular and irregular.

Year 3	<ul style="list-style-type: none"> ▪ Experiment with the potential of various pencils. ▪ Make close observations. ▪ Draw positive and negative shapes. ▪ Initial sketches as a preparation for painting. ▪ Accurate drawing of people (faces) 	<ul style="list-style-type: none"> ▪ Colour mixing ▪ Make colour wheels and discuss relationships between colours. ▪ Introduce different brushes. ▪ Experiment with different techniques to apply colour: dotting, scratching, splashing. 	<ul style="list-style-type: none"> ▪ Use smaller eyed needles and finer threads. ▪ Weaving. ▪ Tie-dye ▪ Batik 	<ul style="list-style-type: none"> ▪ Shape, form, model and construct using malleable and rigid materials. ▪ Plan and develop ideas. ▪ Understanding of different adhesives and methods of constructions. ▪ Aesthetics. 	<ul style="list-style-type: none"> ▪ Create relief and impressed prints. ▪ Recording textures and patterns. ▪ Experiment with monoprinting. ▪ Colour making through overlapping prints of different colours. 	<ul style="list-style-type: none"> ▪ Explore patterns in the environment. ▪ Design patterns. ▪ Design patterns using ICT. ▪ Make patterns on a range of surfaces. ▪ Symmetry.
Year 4	<ul style="list-style-type: none"> ▪ Identify and draw the effect of light. ▪ Scale and proportion. ▪ Accurate drawings of whole people including proportion and placement. ▪ Work at different scales. ▪ Computer generated drawings. 	<ul style="list-style-type: none"> ▪ Colour mixing and matching – tint, tone and shade. ▪ Observe colours. ▪ Select suitable equipment for the task in hand. ▪ Explore colour to reflect mood. 	<ul style="list-style-type: none"> ▪ Use a wider variety of stitches. ▪ Observation and design of textural art. ▪ Experimenting with creating mood, feeling and movement. ▪ Compare different fabrics. 	<ul style="list-style-type: none"> ▪ Plan and develop ideas. ▪ Experience surface, patterns and textures. ▪ Discuss own work and the work of other sculptors. ▪ Analyse and interpret natural and manmade forms of construction. 	<ul style="list-style-type: none"> ▪ Use sketchbook for recording textures and patterns. ▪ Interpret environmental and manmade patterns. ▪ Modify and adapt prints. 	<ul style="list-style-type: none"> ▪ Explore environmental and manmade patterns. ▪ Tessellation.
Year 5	<ul style="list-style-type: none"> ▪ Effect of light on objects and people from different directions. ▪ Interpret the texture of a surface. ▪ Produce increasingly accurate drawings of people. ▪ Concept of perspective. 	<ul style="list-style-type: none"> ▪ Explore hue, tint, tone, shades and mood. ▪ Explore the use of texture in colour. ▪ Colour for purposes. 	<ul style="list-style-type: none"> ▪ Use stories, music, poetry as stimuli. ▪ Select and use appropriate materials. ▪ Embellish work. ▪ Fabric making. ▪ Explore a variety of artists making fabrics. 	<ul style="list-style-type: none"> ▪ Plan and develop ideas. ▪ Explore shape, forms, modelling and joining. ▪ Creating forms from observation or imagination. ▪ Properties of media. ▪ Discuss and evaluate own work and that of other sculptors. 	<ul style="list-style-type: none"> ▪ Combining prints. ▪ Design prints. ▪ Make connections. ▪ Discuss and evaluate own work and that of others. 	<ul style="list-style-type: none"> ▪ Create own abstract pattern to reflect personal experiences and expression. ▪ Create pattern for purposes.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<ul style="list-style-type: none"> ▪ Using close observations to create accurate drawings showing the effect of light on objects and people from different directions. ▪ Interpret the texture of a range of surfaces. ▪ Produce increasingly accurate drawings of people using a range of tools and strategies. ▪ Increase concept of perspective when drawing. 	<ul style="list-style-type: none"> ▪ Create pieces of art that explore the use of hue, tint, tone, shade and/or mood. ▪ Explore the use of texture in colour. ▪ Colour for purposes. ▪ Explore how to use colour to reflect mood. 	<ul style="list-style-type: none"> ▪ Develop experience in embellishing. ▪ Apply knowledge of different techniques to express feelings. ▪ Work collaboratively on a larger scale. 	<ul style="list-style-type: none"> ▪ Plan, develop and share ideas. ▪ Create forms of work exploring shape, model and joins. ▪ Creating forms from both observation and imagination. ▪ Discuss and evaluate own work and the work of other sculptors. 	<ul style="list-style-type: none"> ▪ Build up drawings and images of whole or parts of items using various techniques. ▪ Screen printing. ▪ Explore printing techniques used by various artists. 	<ul style="list-style-type: none"> ▪ Create own abstract pattern to reflect personal experiences and expression. ▪ Create pattern for purposes.
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