



Art and Design Progression of Skills



<p><i>National Curriculum Purpose of Study:</i></p> <p>Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.</p>	<p><i>National Curriculum Aims:</i></p> <p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none">• 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 of their art forms
<p>National Curriculum Attainment targets:</p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p>	<p>National Curriculum Subject content KS1 and KS2:</p> <p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none">• to use a range of materials• to use drawing, painting and sculpture• to develop a wide range of art and design techniques• to learn about the work of a range of artists <p>Key stage 2 pupils should be taught:</p> <ul style="list-style-type: none">• to create sketch books• to improve their mastery of art and design techniques• to learn about great artists, architects and designers in history



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	EYFS	KS1		KS2			
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EXPLORING AND DEVELOPING	<p>*To explore the creative art and design areas</p>	<p>*Respond to ideas</p> <p>*Explore different drawing and painting tools</p> <p>*Explore simple pattern</p> <p>*Design and make images / artefacts</p>	<p>*Communicate ideas and meanings very simply</p> <p>*Investigate pattern and shape in the environment</p> <p>*Explore ideas and collect information in a sketch book</p> <p>*Reproduce from memory, observation or imagination</p> <p>*Identify different ways to express ideas</p>	<p>*Make their own choices</p> <p>*Begin to work more abstractly</p> <p>*Collect visual and other information</p> <p>*Use a digital camera to collect ideas</p> <p>*Experiment in many different ways</p> <p>*Use a sketchbook to make notes about artists, skills and techniques</p> <p>*Annotate a sketch book</p> <p>*Experiment with mood using colour</p> <p>*Create artwork following an idea or towards a specific purpose</p>	<p>*Plan work carefully before beginning</p> <p>*Use other cultures and times as a stimulus</p> <p>*Experiment with the styles of different artists, architects and designers</p>	<p>*Make and support their own decisions and choices</p> <p>*Use inspiration from other cultures, including the study of great artists, architects and designers</p> <p>*Experiment with combinations of materials and techniques</p> <p>*Keep and use detailed notes in sketch book</p>	<p>*Use a full range of design, experimentation, exploration alongside the work of others to develop their own work</p>



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USING MATERIALS	<p>*To mix paint and materials at random</p>	<p>*Use primary and secondary colours</p> <p>*Use and investigate a variety of visual and tactile materials</p>	<p>*Mix secondary colours to make a wide range of new colours</p> <p>*Use a range of materials / processes to show ideas and meanings, including sculpture</p> <p>*Select the best materials for the job</p> <p>*Create a collage with range of materials and textures</p>	<p>*Mix and use tertiary colours</p> <p>*Design, draw, paint or make images for different purposes using knowledge and understanding</p> <p>*Use watercolour to produce a wash</p> <p>*Use an ICT paint program with edit</p> <p>*Use a digital camera to produce art work</p> <p>*Use mosaic, montage and other effects</p> <p>*Use a range of materials and techniques in 3D work including clay</p>	<p>*Use a combination of visual and tactile ideas</p> <p>*Combine different materials in different ways, including sculpture and textiles</p> <p>*Make specific choices between different processes and materials</p>	<p>*Understand the importance of preparing materials before working</p> <p>*Produce work that sometimes can be both visual and tactile, including sculpture and textiles</p>	<p>*Make specific decisions about using different visual and tactile effects towards an end point in drawing, painting, sculpture and textiles</p>



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CONTROL AND EXPERTISE	<ul style="list-style-type: none">*To show little control or refinement	<ul style="list-style-type: none">*Mix colours randomly*Use some control when drawing and painting	<ul style="list-style-type: none">*Use a range of pens, pencils, pastels and charcoal*Make a variety of lines, using different sizes and thicknesses*Use shading to create different effects	<ul style="list-style-type: none">*Practise to improve skills*Create texture by adding dots and lines*Make different tones of colour using black and white*Use pencils of different grades and at different angles to create different effects*Use brushes in different ways*Use repeat pattern in design*Add Indicate movement using line	<ul style="list-style-type: none">*Show tone and texture using hatching and cross hatching*Show shadow or reflection by shading*Select appropriate drawing materials*Use a program to create mood within digital photography	<ul style="list-style-type: none">*Develop and improve their own artistic style*Use drawings to show movement*Combine a range of colours, tints, tones and shades*Get across feeling and emotion through their work*Use art to illustrate in other subjects	<ul style="list-style-type: none">*Choose to use a limited range of colour to produce a chosen effect*Begin to use perspective in both abstract and real-life art*Work with care and precision towards an end point, but make adaptations following their own reflections and the comments of others*Use art to illustrate in other subjects



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EVALUATING	<p>*To talk about what they have done</p>	<p>*Talk about drawings and paintings and say what they feel</p> <p>*Describe what they think or feel about their own and others' work, including the study of artists, craft makers or designers</p>	<p>*Talk about their work and explain it</p> <p>*Describe what they think or feel about their own and others' work, including the study of artists, craft makers or designers</p> <p>*Think of ways to adapt and improve own work</p> <p>*Begin to use ways to improve work</p> <p>*Explore ideas and change what they have done to give a better result</p>	<p>*Make comments on the work of others, including the work of artists, craft makers and designers, including both ideas and techniques</p> <p>*Apply previous knowledge to improve work</p> <p>*Adapt and refine work to reflect purpose</p>	<p>*Compare others' work with their own, including the work of artists, architects and designers</p> <p>*Appraise the ideas, methods and approaches used in others' work, using a critical approach</p> <p>*Use the appraisal of others for improvement in their own work</p>	<p>*Evaluate own and others' work, including the work of artists, architects and designers, explaining and justifying their reasons</p> <p>*Use analysis when commenting on ideas</p> <p>*Consider the end point when adapting and improving their work</p>	<p>*Analyse and comment on their own and others' ideas, methods and approaches, including the work of artists, architects and designers</p> <p>*Make on-going revisions</p> <p>*Refine their work, often with several adaptations, to move towards an end point</p>