



ART AND DESIGN PROGRESSION OF SKILLS

Federation of Grewelthorpe and
Fountains C of E Primary Schools

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
Drawing/ Mark making (pencil, charcoal, inks, chalk, pastels, ICT software)	<ul style="list-style-type: none"> Begin to use a variety of drawing tools Use drawings to tell a story. Investigate different lines Explore different textures. Encourage accurate drawing of people. 	<ul style="list-style-type: none"> Extend the variety of drawing tools Explore different textures Observe and draw landscapes Observe patterns Observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> Experiment with tools and surfaces Draw a way of recording experiences and feelings Discuss use of shadows, use of light and dark Sketch to make quick records 	<ul style="list-style-type: none"> Experiment with the potential of various pencils Close observation Draw both the positive and negative shapes Initial sketches as a preparation for painting Accurate drawing of people – particularly faces 	<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 on a variety of scales Computer generated drawings 	<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"> 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 	Leonardo Da Vinci, Vincent Van Gogh, Poonac

Examples

Begin to control lines to create simple drawings from observations
Use thick felt tip pens/chalks/charcoal/wax crayon/ pastel
Hold a large paint brush correctly
Make marks using paint with a variety of tools Consider consistency when applying paint Colour within the line
Draw on smaller and larger scales
Begin to add detail to line drawings

Use sketchbooks to record drawings from observation
Experiment with different tones using graded pencils
Include increased detail within work
Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)
Use a variety of brushes and experiment with ways of marking with them
Use of tracing

Use first hand observations using different viewpoints, developing more abstract representations
Introduce perspective, fore/back and middle ground
Use a range of mediums on a range of backgrounds
Work indoors and outdoors
Show total qualities using cross hatching, pointillism, sidestrokes, use of rubber to draw/highlight

Look at the work of David Hockney e.g. photo montages
Consider the High Italian Renaissance period e.g. Michelangelo, Leonardo da Vinci etc.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
<p>Colour</p> <p>(painting, ink, dye, textiles, pencils, crayons, pastels)</p>	<ul style="list-style-type: none"> Experimenting with and using primary colours Naming Mixing (not formal) Learn the names of different tools that bring colour Use a range of tools to make coloured marks on paper. 	<ul style="list-style-type: none"> Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools 	<ul style="list-style-type: none"> Describe colours of objects Make as many tones of one colour as possible (using white) Darken colours without using black Using colour on a large scale 	<ul style="list-style-type: none"> Colour mixing Make colour wheels Introduce different types of brushes Techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> Colour mixing and matching; tint, tone, shade Observe colours Suitable equipment for the task Colour to reflect mood 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purpose 	<ul style="list-style-type: none"> Hue, tint, tone, shades and mood Explore the use of texture in colour Colour for purpose Colour to express feelings 	<p>Pollock, Monet, Chagall, Ben Moseley, Van Gogh</p>
Examples		<p><i>Mix primary colours to make secondary colours</i></p> <p><i>Share colour charts to compare variations of the same colour</i></p> <p><i>Create and experiment with shades of colour and name some of these</i></p> <p><i>Recognise warm and cold colours</i></p> <p><i>Create washes to form backgrounds</i></p> <p><i>Explore the relationship between mood and colour</i></p>	<p><i>Mix and match colours (create palettes to match images)</i></p> <p><i>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</i></p> <p><i>Experiment with watercolour, exploring intensity of colour to develop shades</i></p> <p><i>Explore complementary and opposing colours in creating patterns</i></p>	<p><i>Build on previous work with colour by exploring intensity</i></p> <p><i>Introduce acrylic paint</i></p> <p><i>Develop watercolour techniques</i></p> <p><i>Explore using limited colour palettes</i></p> <p><i>Investigate working on canvas experiment with colour in creating an effect</i></p> <p><i>Mark make with paint (dashes, blocks of colour, strokes, points)</i></p> <p><i>Develop fine brush strokes</i></p>	<p><i>Describe the work of artwork of artists such as Jackson Pollock, Paul Klee, Kandinsky</i></p> <p><i>Consider the work of artists e.g. Ruth Daniels, Mark Quinn, Carol Simms</i></p> <p><i>Abstract paintings by Picasso</i></p>			

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
Texture (textiles, clay, sand, plaster, stone)	<ul style="list-style-type: none"> Handling, manipulating and enjoying using the materials Sensory experiences Simple collages Simple weaving 	<ul style="list-style-type: none"> Weaving Collage Sort according to specific qualities How textiles create things 	<ul style="list-style-type: none"> Overlapping and overlaying to create effects Use large eyed needles – running stitches Simple applique technique Start to explore other simple stitches Collage 	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads Weaving Tie dying, batik 	<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"> Use stories, music, poems as stimuli Select and use materials Embellish work Fabric making Artists using textiles 	<ul style="list-style-type: none"> Develop experience in embellishing Applies knowledge of different techniques to express feelings Work collaboratively on a larger scale 	Linda Caverley, Molly Williams, William Morris, Gustav Klimt

Examples

Develop collages, based on a simple drawing, using papers and materials
Collect natural materials to create a temporary collage (an autumn tree/ the school building using sticks/rocks/leaves etc)
Weave using recycled materials – paper, carrier bags
Investigate a range of textures through rubbings
Simple batik work
Dye fabrics using tea, red cabbage, beetroot, onion, spinach
Weave with wool

Research embroidery designs from around the world, create own designs based on these
Create a collage using fabric as a base
Make felt
Develop individual and group collages, working on a range of scales
Use a range of stimulus for collage work, trying to think of more abstract ways of showing views

Introduce fabric block printing
Create tie dye pieces combining two colours
Investigate ways of changing fabrics - sewing, ironing, cutting, tearing, creasing, knotting etc.
Weave using paintings as a stimulus / the natural world
Experiment with circular embroidery frames
Create detailed designs which can be developed into batik pieces

Consider work by contemporary textile artist Patricia Greaves

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
<p>Form</p> <p>(3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p>	<ul style="list-style-type: none"> • Handling, feeling, enjoying and manipulating materials • Constructing materials • Building and destroying • Shape and model 	<ul style="list-style-type: none"> • Construct • Use materials to make known objects for a purpose • Carve • Pinch and roll coils and slabs using modelling media • Make simple joins 	<ul style="list-style-type: none"> • Awareness of natural and man-made forms • Expression of personal ideas and experiences • To shape and form from direct observation (malleable and rigid materials) • Decorative techniques • Replicate patterns and textures in 3D form • Work of Sculptors 	<ul style="list-style-type: none"> • Shape, form, model and construct (malleable and rigid materials) • Plan and develop • Understanding of different adhesives and methods of construction • Aesthetics 	<ul style="list-style-type: none"> • Plan and develop • Experience surface patterns/textures • Discuss own work and work of other sculptors • Analyse and interpret natural and man-made forms of construction 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors. 	<ul style="list-style-type: none"> • Plan and develop ideas • Shape, form, model and join • Observation or imagination • Properties of media • Discuss and evaluate own work and that of other sculptors. 	<p>Henry Moore, Barbara Hepworth, Andy Goldsworthy</p>

Examples

Develop understanding of 2D and 3D in terms of artwork - paintings/sculptures
Investigate a range of different materials and experiment with how they can be connected together to form simple structures
Look at sculptures and try to recreate them using everyday objects/range of materials
Begin to form own 3D pieces
Consider covering these with papier-mâché
Investigate clay - pinching, rolling, twisting, scratching and coiling and add details and textures using tools
Create human forms showing movement
Look at sculptures by known artists and natural objects as starting points for own work

Develop confidence working with clay adding greater detail and texture
Add colour once clay is dried
Investigate ways of joining clay - scratch and slip
Introduce 'modroc'
Create work on a larger scale as a group
Use pipe cleaners/wire to create sculptures of human forms

Design and create sculpture, both small and large scale
Make masks from a range of cultures and traditions, building a collage element into the sculptural process
Use wires to create malleable forms
Build upon wire to create forms which can then be padded out (e.g. with newspaper) and covered (e.g. with modroc)
Create human forms showing movement

Introduce work by artists such as Marc Quinn, as well as sculptures from Aztec and Benin civilizations
Consider work of Cornelia Parker

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	<ul style="list-style-type: none"> • Rubbings • Print with variety of objects • Print with block colours 	<ul style="list-style-type: none"> • Create patterns • Develop impressed images • Relief printing 	<ul style="list-style-type: none"> • Print with a growing range of objects • Identify the different forms printing takes 	<ul style="list-style-type: none"> • Relief and impressed printing • Recording textures/patterns • Monoprinting • Colour mixing through overlapping colour prints 	<ul style="list-style-type: none"> • Use sketchbook for recording textures/patterns • Interpret environmental and manmade patterns • Modify and adapt print 	<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"> • Builds up drawings and images of whole or parts of items using various techniques • Screen printing • Explore printing techniques used by various artists 	Picasso, Dan Mather, Andy Warhol

Examples

Finger print, sponge print, block print to form patterns, experiment with amounts of paint applied and develop control
Develop controlled printing against outline /within cut out shapes
Use boxes to print to explore possibilities - different sized matchboxes create different lines/ shapes/patterns
Experiment with marbling, investigating how ink floats and changes with movement

Use roller and ink printing. Use simple block shapes formed by children
Blend two colours when printing
Using roller & inks, take prints from other objects (leaves, fabric, corrugated card) to show texture make string print, create low relief prints with string on cardboard and form repeated patterns, tessellations and overlays
Form string roller prints to create continuous patterns

Create polystyrene printing blocks to use with roller and ink
Explore Intaglio (copper etching) using thick cardboard etched with sharp pencil point
Explore monoprinting
Design and create motifs to be turned into printing block images
Investigate techniques from paper printing to work on fabrics

Use the work of artist Stacey Chapman "car" and other images on the internet

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Suggested Artists
Pattern (paint, pencil, textiles, clay, printing)	<ul style="list-style-type: none"> Repeating patterns Irregular patterns Simple symmetry 	<ul style="list-style-type: none"> Awareness and discussion about patterns Repeating patterns Symmetry 	<ul style="list-style-type: none"> Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns Natural and manmade patterns Discuss regular and irregular 	<ul style="list-style-type: none"> Patterns in the environment Design Using ICT Make patterns on a range of surfaces Symmetry 	<ul style="list-style-type: none"> Explore environmental and manmade patterns Tessellation 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes 	<ul style="list-style-type: none"> Create own abstract pattern to reflect personal experiences and expression Create pattern for purposes 	Joan Miro, Bridget Riley, Escher, Paul Klee

Examples

Symmetrical patterns
 Using shapes to create repeated patterns
 Link with Maths to understand terminology
 regular and irregular

Take photographs of patterns in the environment
 Create patterns using natural resources outside
 Link with Maths to create tessellations

Design an item of clothing
 Design and make a banner

Look at the work of artists who formed geometric abstract paintings such as Malevich, Matisse and Mondrian