



ART & DESIGN
 Progression of Skills
 KS1 and KS2

Concepts

	<u>Drawing</u>	<u>Painting</u>	<u>Printing</u>	<u>Textiles</u>	<u>Collage</u>	<u>Sculpture</u>
Years 1 and 2	<i>Exploration</i>	<i>Matching</i>	<i>Mark-making</i>	<i>Fine-motor skills</i>	<i>Representation</i>	<i>Construction</i>
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Years 3 and 4	<i>Stamina Experimentation</i>	<i>Colour-mixing Variation</i>	<i>Pattern Production</i>	<i>Practise Manipulation</i>	<i>Texture Combining</i>	<i>Function Purpose</i>
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Years 5 and 6	<i>Independence Refinement</i>	<i>Composition Awareness</i>	<i>Selection Technique</i>	<i>Joining Potential</i>	<i>Design Visualisation</i>	<i>Shaping Modelling</i>

Drawing

<p style="text-align: center;"><u>KS1</u></p> <p style="text-align: center;"><u>Exploration</u></p>	<p style="text-align: center;"><u>LKS2</u></p> <p style="text-align: center;"><u>Stamina</u> <u>Experimentation</u></p>	<p style="text-align: center;"><u>UKS2</u></p> <p style="text-align: center;"><u>Independence</u> <u>Refinement</u></p>
<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Use a variety of tools (including pencils, erasers, crayons, pastels, pens (felt tip or ballpoint), charcoal, chalk and other dry media. • Use a sketchbook to work out ideas for drawings. • Explore the use of line, shape and colour. • Draw single objects from direct observation. <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Layer different media (including crayons, pastels, felt tip pens and charcoal). • Collect examples of famous artist's drawings. • Draw figures and groups of real objects for a sustained period of time. • Experiment with the visual elements of line, shape, pattern and colour. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Experiment with different grades of pencils and other implements. • Plan, refine and alter drawings. • Collect visual information from different sources. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Make informed choices (including paper and media choices). • Alter and refine drawings and describe changes using drawing vocabulary. • Collect images and information independently. • Create inspired drawings from memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Use a variety of source material. • Work in a sustained and independent way, drawing upon direct observation, experiences and imagination. • Explore the properties of the visual elements: line, tone, pattern, texture, colour and shape. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Demonstrate a wide variety of ways to make different marks with dry and wet media. • Identify artists who have worked in a similar way to their own. • Manipulate and experiment with the elements of Art to create mixed media drawings: line, tone, pattern, texture, form, space, colour and shape.
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Tool, dry, sketch, line, shape, colour, observation, space, portrait, self-portrait, detail, size, mark, layer, media, figure, experiment, pattern, landscape, cityscape, space</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Grade, plan, refine, alter, visual, source, variation, texture, tone, light, dark, shadow, outline, smudge, inspire, memory, imagination</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Experience, properties, hard, soft, blend, wet, manipulate, mural, fresco, graffiti</p>

Painting

	<u>KS1</u> <u>Matching</u>	<u>LKS2</u> <u>Colour-mixing</u> <u>Variation</u>	<u>UKS2</u> <u>Composition</u> <u>Awareness</u>
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> • Use a variety of tools, including different sizes and types of brushes. • Match colours to artefacts and objects. • Work on different scales. • Identify primary and secondary colours. • Explore using different types of paints. • Create different textures (e.g. mix with sand). <p><u>Year 2</u></p> <ul style="list-style-type: none"> • Mix primary colours to make secondary colours. • Experiment with tools and techniques, including layering, mixing media, scraping through etc. • Name different types of paints and their properties. • Work on a range of scales (e.g. large brush on large paper). 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> • Mix primary and secondary colours with white and black to make shades and tints. • Use a developed colour vocabulary. • Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales (e.g. thin brush on small paper). <p><u>Year 4</u></p> <ul style="list-style-type: none"> • Make specific colours with increasing accuracy. • Mix primary and secondary colours with grey to make tones. • Choose paints and matching implements appropriately. • Plan and create different effects and textures with paint. • Show increasing independence and creativity with the painting process. 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> • Accurately use specific colour language (e.g. tint, tone, shade, hue etc). • Work on preliminary studies to test media and materials and experiment with mixing appropriate colours. • Create imaginative work from a variety of inspiring sources. <p><u>Year 6</u></p> <ul style="list-style-type: none"> • Demonstrate secure knowledge of warm and cold, complementary and contrasting colours. • Show an awareness of how paintings are created (composition). • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out secondary studies to improve a composition.
	<p><u>Key Vocabulary</u></p> <p>Size, type, match, scale, primary, secondary, mix, technique, scrape, layer, properties, sweep, wash, dab, brushstroke, water colour,</p>	<p><u>Key Vocabulary</u></p> <p>Shade, tint, texture, effect, block, bold, thickness, foreground, background, blend, tone, implement, effect, creativity, emotion,</p>	<p><u>Key Vocabulary</u></p> <p>Hue, imagination, variety, inspiration, warm, cold, complementary, contrasting, composition, emotion, abstract, impressionism, impressionist</p>

Printing

	<u>KS1</u> <u>Mark-making</u>	<u>LKS2</u> <u>Pattern Production</u>	<u>UKS2</u> <u>Selection Technique</u>
	<u>Year 1</u> <ul style="list-style-type: none"> • Make printed marks with a variety of objects, including natural and man-made. • Carry out different printing techniques (e.g. mono-print, block, relief and resist printing). • Make rubbings. • Recognise patterns in the environment. • Build a repeating pattern. <u>Year 2</u> <ul style="list-style-type: none"> • Use a wider variety of printing techniques, including carbon printing, relief, press and fabric printing. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<u>Year 3</u> <ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques, including layering. • Talk about following a process to produce a simple print. • Explore the relationship between shape and pattern, creating different designs for printing. <u>Year 4</u> <ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly from materials to print with in order to get a desired effect. • Conduct complex printing techniques, including resist, marbling, silkscreen and cold-water paste. 	<u>Year 5</u> <ul style="list-style-type: none"> • Explain techniques, including the use of poly-blocks, relief, mono and resist. • Choose a printing method appropriate for the task. • Build up layers of repeating patterns by printing multiple colours and creating different textures. • Organise work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours to use to complete prints. <u>Year 6</u> <ul style="list-style-type: none"> • Be confident with printing on paper and fabric, including using appropriate paints. • Alter and modify work. • Work with relative independence.
	<u>Key Vocabulary</u> Marks, print, natural, man-made, rubbing, mono, block, relief, resist, pattern, repeating, colour, shape, rollers, carbon, press, fabric.	<u>Key Vocabulary</u> Layering, process, explore, relationship, refine, technique, effect, resist, marbling, silkscreen.	<u>Key Vocabulary</u> Polystyrene, method, symmetry, modify, overlay, inking.

Textiles

	<u>KS1</u> <u>Fine motor skills</u>	<u>LKS2</u> <u>Practise Manipulation</u>	<u>UKS2</u> <u>Joining Potential</u>
	<u>Year 1</u> <ul style="list-style-type: none"> Use a variety of techniques (e.g. weaving, finger knitting, fabric crayons) Thread yarn. Cut, glue and trim material. Explore the textures of different materials <u>Year 2</u> <ul style="list-style-type: none"> Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax resist and applique. Running stitch, knot and use other manipulative skills. 	<u>Year 3</u> <ul style="list-style-type: none"> Use a variety of techniques: printing, dyeing, weaving, embroidery and applique. Name the tools and materials you have used. Develop skills in stitching (e.g. back stitch, cross stitch and chain stitch). Identify natural fibres (e.g. wool, silk, cotton). <u>Year 4</u> <ul style="list-style-type: none"> Using the correct tool and materials. Combine two or more skills to produce product. Experiment with dye resists. 	<u>Year 5</u> <ul style="list-style-type: none"> Quilting Join fabrics in different ways, including multiple stitching techniques. Use different grades and uses of threads and needles. Extend your work within a specified technique. <u>Year 6</u> <ul style="list-style-type: none"> Use batik techniques. Learn about the manufacturing and usage of synthetic material (e.g. nylon, polyester).
	<u>Key Vocabulary</u> Weaving, knitting, fabric, sew, needle, cut, glue, trim, material, technique, dye, resist, applique, embroidery, stich, knot, manipulate, woven, loom, over, under, decoration, wax, apply, set, batik.	<u>Key Vocabulary</u> Variety, quilt, print, trappings, match, combine, experiment, paste, stuffing, turn, thread.	<u>Key Vocabulary</u> Join, grades, specific, awareness, potential.

Collage

	<u>KS1</u> <u>Representation</u>	<u>LKS2</u> <u>Texture</u> <u>Combining</u>	<u>UKS2</u> <u>Design</u> <u>Visualisation</u>
	<u>Year 1</u> <ul style="list-style-type: none"> Tear/cut and glue materials. Create images from imagination, experience or observation. Make repeating patterns, considering shapes and colours. <u>Year 2</u> <ul style="list-style-type: none"> Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper etc. 	<u>Year 3</u> <ul style="list-style-type: none"> Create textured collages from a variety of media. Decoupage (2D pictures) Develop skills in cutting and joining by using different scissors and adhesives. <u>Year 4</u> <ul style="list-style-type: none"> Make a simple mosaic. Experiment with a range of media (e.g. overlapping, layering etc.) 	<u>Year 5</u> <ul style="list-style-type: none"> Choose collage as a means of extending work already achieved. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements. Decoupage (3D decorations) <u>Year 6</u> <ul style="list-style-type: none"> Use different techniques, colours and textures etc. when designing and making pieces of work. Be expressive and analytical to adapt, extend and justify their work.
	<u>Key Vocabulary</u> Cut, trim, glue, stick, create, images, imagination, observe, media, material, fabric, plastic, tissue, magazines, crepe paper, place, colour.	<u>Key Vocabulary</u> Mosaic, shape, pattern, layers, variety, arrange, features, fold, crumple, tear, overlap, edges, gaps, group, different, purpose, texture.	<u>Key Vocabulary</u> Extend, visual, sources, tactile, technique, expressive, analyse, justify, adapt.

Sculpture

	<u>KS1</u> <u>Construction</u>	<u>LKS2</u> <u>Function</u> <u>Purpose</u>	<u>UKS2</u> <u>Shaping</u> <u>Modelling</u>
	<u>Year 1</u> <ul style="list-style-type: none"> Manipulate clay in a variety of ways (e.g. rolling, kneading and shaping). Explore sculpture with a range of malleable media. Plan, design and make models. <u>Year 2</u> <ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials. Explore concepts of shape and form. Understand the safety and basic core materials and tools. 	<u>Year 3</u> <ul style="list-style-type: none"> Manipulate clay for a variety of purposes, including thumb pots, simple coil pots and models. Build a textured relief tile. Experiment with, construct and join recycled, natural and man-made materials confidently. Show an understanding of shape, space and form. <u>Year 4</u> <ul style="list-style-type: none"> Join clay adequately and work reasonably independently. Construct a simple clay base for extending and modelling other shapes. Cut and join wood safely and effectively. Make a simple papier mache object. 	<u>Year 5</u> <ul style="list-style-type: none"> Make informed choices about making 3D forms. Plan, design, make and adapt models. Talk about their work, understanding that it has been sculpted, modelled or constructed. Use a variety of chosen materials during one study. Develop skills in using clay, including slabs, coils, slips, drying processes etc. <u>Year 6</u> <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Plan a sculpture through drawing and other preparatory work. Make a mould and use plaster safely. Create sculpture and construction with increasing independence.
	<u>Key Vocabulary</u> Manipulate, clay, roll, knead, shape, media, sculpture, model, design, plan, construct, join, natural, man-made, safe, tool, carve, statue.	<u>Key Vocabulary</u> Tile, relief, form, base, shape, papier mache Concrete, brim, peak, buckle, edging, trimming, form, shadow, light.	<u>Key Vocabulary</u> 2D, 3D, sculpted, construct, slip, coil, slab, plaster, structure, texture, mark, soft, cast, abstract, geometric.