

LADY BANKES PRIMARY SCHOOL
ART AND DESIGN CURRICULUM SKILLS PROGRESSION



		EYFS		Key Stage One		Key Stage Two			
Pupils should be taught to:		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>EYFS: Creating with materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p>KS1: To use drawing, painting and sculpture to develop and share their</p>	Drawing	<p>Begin to use a variety of drawing tools (chalks, pens, pencils, fingers, hands).</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Show different emotions in their drawings, like happiness, sadness, fear, etc.</p> <p>Draw on different surfaces (eg, ground, wall, card, paper).</p>	<p>Use and begin to control a range of media.</p> <p>Draws with detail (bodies with sausage limbs and additional features).</p> <p>Can draw things that they observe (eg a flower).</p> <p>Begin to draw lines of different thickness.</p> <p>Begin to use their drawings as props when role playing or retelling a story/narrative.</p>	<p>Learn pencil types, their properties and explore.</p> <p>Use a pencil to create lines of different thickness in drawings.</p> <p>Develop control of pencil for detail in their pictures.</p> <p>Use a pencil to create lines of different thickness in drawings.</p> <p>Evaluate their drawing in their sketchbook - comparing to last years.</p> <p>Use ICT programmes to draw and create a picture, show how people feel in</p>	<p>Continue to add detail to picture and begin to use side of pencil to add shading to detail.</p> <p>Choose and use three different grades of pencil when drawing.</p> <p>Extend use of drawing materials e.g. charcoal, pencil and pastel to create drawings.</p> <p>Evaluate artists work, commenting on their likes and dislikes if the techniques used.</p> <p>Identify techniques used and explore hoe they have been achieved.</p> <p>Use learnt techniques such as shading and cross hatching to</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 sources.</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 inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</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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<p>ideas, experiences and imagination and to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>KS2: To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>				<p>paintings and drawings.</p>	<p>show light/dark and texture.</p> <p>Create an observational line drawing of a car from the past and the present.</p> <p>Use drawing skills to help improve a map of London.</p> <p>Oil pastels: Use learnt techniques such as blending and smudging to closely replicate the planets in space.</p>				
	<p>Clay, 3D sculpture.</p>	<p>Experiment with 3D junk modelling. Enjoy handling, feeling and manipulating materials.</p> <p>Enjoy building and destroying.</p> <p>Beginning to construct for a purpose.</p>	<p>Use 3D junk materials for a purpose when creating.</p> <p>Manipulate and use playdough/plasticine in their play</p> <p>Create a Diwali diva from clay - thumb pot style.</p>	<p>Create a sculpture using salt dough.</p> <p>Investigate the work of artists including Van Gogh and Andy Goldsworthy (sculptor)</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <ul style="list-style-type: none"> •To develop a wide range of art and design techniques in using colour, 	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

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		Manipulate and use playdough/plasticine in their play		including comparing and noticing similarities and differences between the art work. Create a variety of sculptures using; clay, natural items and man-made objects.	pattern, texture, line, shape, form and space • talk about 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.	effectively. Make a simple papier mache object. Plan, design and make models.	Talk about their work understanding that it has been sculpted, modelled or constructed.	sculpture. Plan a sculpture through drawing and other preparatory work.	
	Textiles, Collage	Enjoys playing with and using a variety of textiles and fabric. Sensory experiences. Create Simple collages. Use glue sticks with support. Use glue spatulas with support. Beginning vocabulary eg rough, smooth.	Joins items in a variety of ways – sellotape, masking tape, string, ribbon. Use glue sticks and glue spatulas independently. Improved vocabulary – eg flexible, rigid. Show experience in simple weaving.	Create images from imagination, experience or observation. Create a Bayeux Tapestry in a range of different medias		Use a variety of techniques, inc. printing, dying, quilting, weaving, embroidery, paper and plastic trappings and appliqué. Name the tools and materials they have used. Develop skills in stitching. Cutting and joining. Experiment with a range of media e.g. overlapping, layering etc.	Match the tool to the material. Combine skills more readily. Choose collage or textiles as a means of extending work already achieved. Refine and alter ideas and explain choices using an art vocabulary. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely.	Awareness of the potential of the uses of material. Use different techniques, colours and textures etc when designing and making pieces of work. To be expressive and analytical to adapt, extend and justify their work.

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Painting	<p>Learn housekeeping e.g. brush care, aprons, drying rack.</p> <p>Enjoy using a variety of different sized brushes and tools ie sponge brushes, fingers, twigs etc. Begin to hold paint brush in palm of their hand.</p> <p>Explore colour and colour-mixing. Can name primary and some secondary colours.</p>	<p>Experience two different paint types e.g. poster and water colour.</p> <p>Experience adding white or black paint to alter tint and shade.</p> <p>Colour matching to a specific colour. Identify both primary and secondary colours.</p> <p>Can hold a paintbrush using a tripod grip.</p> <p>Can use thick brushes. Beginning to use thin brushes to add detail.</p>	<p>Develop ability to control paint and brush. Can discuss 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>Explore painting with ice.</p> <p>Compare two paintings of the Arctic and evaluation by commenting on likes, dislikes, techniques used, similarities, and differences.</p>	<p>Experience painting with smaller brushes, developing brush control.</p> <p>Explore what happens when secondary colours are mixed.</p> <p>Evaluate artists work, commenting on their likes and dislikes of the techniques used.</p> <ul style="list-style-type: none"> • Identify techniques used and explore how they have been achieved. • Use learnt techniques such as little/big strokes, pointillism to replicate the different textures and patterns of wild animals. • Complete an independent painting of a Wild Animal using different sized brushes and learned techniques. 	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p> <p>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Work from a variety of sources, inc. those researched independently.</p> <p>Show an awareness of how paintings are created (composition).</p>
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			<p>Identify different painting techniques used and explore how they have been achieved.</p> <p>Identify primary and secondary colours. Explore mixing primary colours and making darker/lighter tones.</p> <p>Explore Paul Klee (Castles and Sun) and a variety of different painting techniques - mixing colours, using different techniques e.g. dab, sponge, stipple</p>	<p>Create tints with paint by adding white.</p> <p>Create tones with paint by adding black.</p> <p>Explain ideas of how artists have used colour, pattern and shape.</p> <p>Create a piece of art in response to the work of an artist.</p>					
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	Printmaking/ Collage/ICT	Print with a variety of objects.	<p>Enjoy taking rubbings: leaf, brick, coin, etc.</p> <p>Simple pictures by printing with objects.</p> <p>Enjoy using stencils to create a picture.</p>	<p>Explore printmaking in relief eg string and card.</p> <p>Use printmaking to create a repeating pattern.</p>	<p>Continue to explore printing simple pictures with a range of hard and soft materials.</p> <p>Use line and tone in different media to consider shape, shade, pattern and texture.</p>	<p>Shape print: investigate adding colour.</p> <p>Use digital images and combine with other media in artwork.</p> <p>Use ICT to create art which includes my own work and that of others.</p>	<p>Print onto different materials using at least 4 different colours.</p> <p>Integrate own digital images into my art.</p>	Use images which have been created, scanned and found; altering them where necessary to create art.	<p>Use a range of e-resources to create art.</p> <p>Print using relief or etching to create different patterns.</p>
To create sketch books to record their observations and use them to review and revisit ideas.					<p>Begin to gather independently information, sketches and resources and start to select ideas to use in their work.</p> <p>Begin to question and make thoughtful observations using simple artistic vocabulary (e.g. annotations in sketchbooks and comments in class).</p> <p>Develop ideas from starting points throughout the curriculum.</p> <p>Can describe own work and others.</p>	<p>Collect information, sketches and resources and select ideas to use in their work.</p> <p>Begin to comment and make thoughtful observations using an increasing bank of artistic vocabulary (e.g. annotations in sketchbooks and comments in class).</p> <p>Begin to adapt and refine ideas from starting points throughout the curriculum as they progress.</p> <p>Can see how own work is similar to</p>	<p>Accumulate information, sketches and resources and begin to present ideas creatively in a sketch book.</p> <p>Comment on artworks using visual language (e.g. colour, pattern and texture, line and tone, shape, form and space) and record this in sketchbooks.</p> <p>Adapt their work according to their views and describe how they might develop it</p>	<p>Collate information, sketches and resources and present ideas imaginatively in a sketch book e.g. scrapbook/mood board.</p> <p>Comment on artworks with a fluent grasp of visual language (e.g. colour, pattern and texture, line and tone, shape, form and space) and record this in sketchbooks.</p> <p>Develop and imaginatively extend ideas from starting</p>	

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			and different from other students' work	further. Can talk about the differences between their own work and other students and suggest improvements.	points throughout the curriculum. Can use the information from evaluations to improve work.
<p>KS1: Pupils should be taught about 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>KS2: Pupils should be taught about great artists, architects and designers in history.</p>	<p>Explore the work of great artists, craft makers (KS1) architects and designers in history in conjunction with the art and design techniques above.</p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Use ICT in order to investigate the works of great artists, craft makers (KS1) architects and designers in history.</p>				