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Art and Design Curriculum & Progression of Skills Overview

Contexts covered across the school – (2 year cycle: Cycle A/Cycle B)			
EYFS	KS1	LKS2	UKS2
EYFS run on a 2 year cycle	<p>Sculpture/3D (Linked to topic- Dinosaurs Creating dinosaur fossils/footprints)</p> <p>Painting (Linked to geography- Ethiopia Creating a painting)</p> <p>Textiles (Linked to Science: Growing plants Making a plant/flower)</p> <p>Drawing (Artist: Joan Miro)</p> <p>Collage: (Nature collage Artist: Andy Goldsworth)</p> <p>Printing (Linked to literacy book: Dragon Scales)</p>	<p>Drawing (Portraits Silhouette portraits)</p> <p>Sculpture/3D (Stone age art- Early Cave paintings)</p> <p>Painting (Watercolours Journeys- <i>2021 water colour painting inspired by Journey by Artist: Aaron Becker</i>)</p> <p>Printing (Linked to Geography: Images/icons of Snowdonia)</p> <p>Collage (Linked to History: Investigating patterns - Roman mosaics)</p> <p>Textiles (Linked to Geography topic: Create a Rainforest animal)</p>	<p>Sculpture/3D (Linked to Science: In space)</p> <p>Textiles (Bayeux Tapestry Artist: Bishop Odo)</p> <p>Painting (Linked to Aboriginal art Artist: Clifford Possum Tjapaltjarri)</p> <p>Drawing (Linked to History topic- Titanic)</p> <p>Collage (Linked to Geography: Rivers Artist: Eileen Downes)</p> <p>Printing (Linked to Geography/Science- Volcanoes)</p>



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Skills progression - Art

Pupils are taught the knowledge, understanding and skills needed to engage in the process of creating art. Below are the skills and end points for each phase.

EYFS

Children at the expected level of development will:

- Draw and paint using a range 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.

	Year1/2	Year 3/4	Year 5/6
Exploring, Evaluating and Responding	<p>I can respond to ideas I can develop my ideas in a sketchbook I can comment on colour and shape in artwork I can give my opinion about artist's work I can describe what I think about my own and others' work. <i>I can explore ideas from real or imagined starting points.</i> <i>I can develop my ideas in a sketchbook.</i> <i>I can compare work by different artists.</i> <i>I can say how an artist has used colour, shape and a technique.</i> <i>I can comment others' work and I suggest ways of improving my own work.</i></p> <p>These objectives will be covered in all Art units</p>	<p>I can explore ideas using starting points. I can note my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone. I can develop my ideas in a sketchbook. I can comment on similarities and differences between my own and others work. I can adapt and improve my own work. <i>I explore ideas using a variety of starting points and collect visual and other information to help me to develop my work.</i> <i>I make notes in my sketchbook of how artists have used drawing, paint and paint techniques to produce pattern, colour, texture, tone, shape, space, form and line.</i> <i>I can develop and organise my ideas in my own art sketchbook.</i> <i>I make comments on the ideas, methods and approaches used in my own work.</i> <i>I can adapt and refine my work to reflect the purpose and meaning of the work.</i></p> <p>These objectives will be covered in all Art units</p>	<p>I can explore ideas and collect visual and other information independently. I pursue my own line of artistic enquiry. I use all my research in developing my work, taking account of the purpose. I can develop, organise and refine my ideas in my own art sketchbook. I can analyse and comment on ideas, methods and approaches used in my own and others' work. I can adapt and refine my work and make suggestions to others about their work.</p> <p><i>I can explore ideas and am critical of artwork.</i> <i>I can pursue my own line of artistic enquiry.</i> <i>I can base my decisions for my own artwork on my preferences and audience.</i> <i>My art sketchbook is creative, inspirational and reflects my learning journey as an artist.</i> <i>I can analyse and comment on ideas, methods and approaches used in my own and others' work.</i> <i>I can comment on how ideas and meanings are conveyed in my own and others work.</i> <i>I can reflect upon my own artwork at several points and make changes based on my observations.</i></p> <p>These objectives will be covered in all Art units</p>



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<p>Drawing</p>	<p>I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe and copy the shapes and patterns I see. I can colour in neatly, following the lines very carefully. <i>I can make a variety of lines of different sizes, thickness and shapes.</i> <i>I can use pencils, oil pastels and charcoal in my drawings.</i> <i>I can show patterns and textures in my drawings by adding dots and lines.</i> <i>I can show different tones using coloured pencils.</i></p> <p>Autumn 1 - B</p>	<p>I can use different grades of pencil at different angles to show different tones. I can sketch lightly. I can use hatching and cross hatching to show tone and texture in my drawings. I can use sketches to base my work on. I can use a viewfinder in my sketching. <i>I can use a variety of different shaped lines to indicate movement in my drawings.</i> <i>I select the most suitable drawing materials.</i> <i>I can use shading to add interesting effects to my drawings including shadows and reflections, using different grades of pencil.</i></p> <p>Autumn 1 - A</p>	<p>I select appropriate drawing materials. I can combine different materials to good effect. I choose appropriate techniques to convey the meaning of my work. I can communicate movement in my drawings. I can draw still life including shadows and reflections.</p> <p><i>I can select drawing materials and techniques which are most suitable for conveying meaning (see skills in previous years).</i> <i>I can combine different materials for good effect.</i> <i>I can refine my own art style using all of the techniques I have developed.</i></p> <p>Autumn 2 – B</p>
<p>Painting</p>	<p>I can use thick and thin brushes. I can paint pictures of what I see. I can name and use the primary and secondary colours. I can mix colours together to investigate what happens. <i>I can mix primary colours to make secondary colours.</i> <i>I can add white to colours to make tints.</i> <i>I can add black to colours to make tones.</i> <i>I can link colours to natural and manmade objects.</i></p> <p>Spring 2 - A</p>	<p>I can mix colours making colours, tints and tones. I can use watercolour paint to produce washes for backgrounds and then add detail. I can create mood and feelings with colour. I can use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines. <i>I can create colours by mixing to represent images I have observed.</i> <i>I can experiment with different colours to create a mood.</i> <i>I can use colour and shapes to reflect feelings and moods.</i> <i>I can use a number of brush techniques using thin and thick brushes, to produce shapes, textures, patterns and lines.</i></p> <p>Summer 1 - A</p>	<p>I can use well developed paint techniques and am developing a style of my own I can sketch (lightly) before I paint. I can convey a purpose. I can show texture gained through paint mix or brush technique. I can combine colours and create tints, tones and shades to reflect the purpose of my work. <i>I can show texture gained through paint mix or brush technique.</i> <i>I can paint based on observations and I can convey realism or an impression of what I observe.</i> <i>I can use my repertoire of painting skills to make choices to convey the meaning.</i> <i>I can show different lines in my paintings (sometimes stark and cold and at other times warm to reflect different features or intentions).</i></p> <p>Summer 1 - A</p>
<p>Collage</p>	<p>I can explore lots of collage materials.</p>	<p>I can cut more precisely. I can make repeated patterns.</p>	<p>I can choose some materials for my collages to fit the purpose.</p>



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	<p>I can cut and tear paper, textiles and card for my collages. I can sort collage materials for a purpose. I can use: paste, glue and other adhesives. I can use shapes, textures and colours in my collages. I can create a simple pattern. <i>I can explore and experiment with lots of collage materials.</i> <i>I can cut and tear paper, textiles and card for my collages.</i> <i>I can sort and arrange collage materials for a purpose.</i> <i>I can use: paste, glue and other adhesives.</i> <i>I can mix paper and other materials with different textures and appearance.</i> <i>I can create a simple pattern.</i></p> <p>Spring 1 - B</p>	<p>I can use a limited colour pattern to create an effect. I can use overlapping in my collage. I can use my cutting skills to produce repeated patterns. I can use contrasting textures, colours or patterns. I can combine visual and tactile qualities. <i>I can cut precisely.</i> <i>I can make repeated patterns.</i> <i>I know the striking effect work in a limited colour palette can have.</i> <i>I can make paper coils and lay them out to create patterns or shapes.</i> <i>I use mosaic and montage.</i> <i>I use tessellation.</i> <i>I experiment with techniques that use contrasting textures, colours or patterns.</i> <i>I can base my collage on observational drawings.</i> <i>I can combine both visual and tactile qualities.</i></p> <p>Spring 1 - B</p>	<p>I choose from some techniques and combine them in my collage work. I can show a theme through my collage that is apparent to any viewer. I can modify and change materials to be used in my collage. I can create a desired effect because of my choices in colour, pattern, lines, tones and shapes. I can take inspiration from artists or designers. <i>I can choose the most appropriate materials for my collages to fit the purpose.</i> <i>I choose from a variety of techniques and combine them in my collage work.</i> <i>I can work on a definite theme that is apparent to any viewer.</i> <i>I can modify and change materials to be used in my collage.</i> <i>I can create a striking effect because of my choices in colour, pattern, lines, tones and shapes.</i> <i>I can take inspiration from a variety of artists or designers.</i></p> <p>Spring 1 - B</p>
<p>Sculpture/3D</p>	<p>I can make shapes from rolled up paper. I can make shapes from clay or playdough. I can cut materials. I can roll materials. I can add lines and shapes to my clay work. I can add lines and shapes to my clay work. <i>I can make shapes from rolled up paper, straws, paper and card.</i> <i>I can make shapes from clay and dough.</i> <i>I can cut materials.</i> <i>I can roll and coil materials.</i> <i>I can make a carving.</i> <i>I can add texture to my work by adding materials and using tools.</i></p> <p>Autumn 2 - A</p>	<p>I can explore paper techniques such as pop-up books. I can add paper curling to a surface to embellish. I can use my clay techniques to apply to pottery studied in other cultures. I can explore a variety of tools and techniques. I can experiment with making life size models. I can use the technique of adding materials to create texture. <i>I can make nets of shapes to create recognisable forms.</i> <i>I can join these together to create abstract forms.</i> <i>I can use my clay techniques to apply to pottery studied in other cultures.</i> <i>I use carvings to a surface to create shapes, texture and pattern.</i> <i>I can use a variety of tools and techniques for sculpting.</i> <i>I use the technique of adding materials to create texture, feeling, expression or movement.</i></p>	<p>I can show a life like quality. I can communicate my observations from the real or natural world in my models. I can reflect an intention which is open to interpretation of the viewer. I can combine both visual and tactile qualities. I can choose from some of the techniques in my repertoire to embellish my work, as appropriate. <i>I can choose and apply the most appropriate techniques to show a life like quality in my sculpture.</i> <i>I can communicate my observations from the real or natural world.</i> <i>I can reflect an intention that is sometimes obvious, but at other times is open to interpretation of the viewer.</i> <i>I can combine both visual and tactile qualities.</i></p>



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		Spring 1- A	<p><i>I can choose from all of the techniques in my repertoire to embellish my work.</i></p> <p>Autumn 1 - A</p>
Printing	<p>I can use printing tools such as fruit, vegetables and sponges.</p> <p>I can print onto fabric or paper.</p> <p>I am beginning to make my own printing blocks e.g.: string patterns.</p> <p>I can print by pressing, rubbing and stamping.</p> <p><i>I can use a variety of printing tools.</i></p> <p><i>I can print onto fabric or paper.</i></p> <p><i>I can make my own printing blocks.</i></p> <p><i>I can use repeating, overlapping, rotating and arranging shapes to create a print.</i></p> <p><i>I can print by pressing, rolling, rubbing and stamping.</i></p> <p>Summer 1 - B</p>	<p>I can make my own printing blocks and experiment with different materials.</p> <p>I can make a one coloured print.</p> <p>I can explore printing from other cultures and time periods.</p> <p>I can make repeating patterns by creating accurate printing blocks.</p> <p><i>I make my own printing blocks and experiment with different materials.</i></p> <p><i>I can make a one coloured print.</i></p> <p><i>I can build up layers of colours to make prints of 2 or more colours.</i></p> <p><i>I have explored printing from other cultures and time periods.</i></p> <p><i>I make precise repeating patterns by creating accurate printing blocks.</i></p> <p>Autumn 1 - B</p>	<p>I can print onto fabric and paper.</p> <p>I can use drawings and designs to bring detail into my work.</p> <p>I can build up colours in my prints.</p> <p>I can combine a range of visual elements to reflect a purpose.</p> <p>I can base my prints on a theme from another culture.</p> <p><i>I can print onto fabrics, papers and other materials.</i></p> <p><i>I can use drawings and designs to bring fine detail into my work.</i></p> <p><i>I can build up colours in my prints.</i></p> <p><i>I can combine a range of visual elements to reflect a purpose.</i></p> <p><i>I can use a designer in history as a starting point.</i></p> <p>Summer 2 - B</p>
Textiles	<p>I can sort threads and fabrics.</p> <p>I am beginning to make simple weavings with fabrics or threads with help.</p> <p>I can use glue to join fabrics.</p> <p>I have used dip dye to produce fabric of contrasting colours with an adult.</p> <p><i>I can sort threads and fabrics (by colour and texture).</i></p> <p><i>I can make weavings with fabrics or threads.</i></p> <p><i>I can use glue to join fabrics.</i></p> <p><i>I can use running stitch to join fabrics.</i></p> <p><i>I can plait.</i></p> <p><i>I can dip dye to produce fabric of contrasting colours.</i></p> <p>Summer 2 - A</p>	<p>I know the basics of running stitch.</p> <p>I know how to colour fabric and have used this to add pattern.</p> <p>I can use my textiles skills to create artwork that is matched to an idea or purpose.</p> <p>I am aware of textiles work from other cultures and times.</p> <p>I can combine some of the techniques I know to create a textile.</p> <p><i>I can use running stitch, cross-stitch and backstitch.</i></p> <p><i>I have the basics of quilting, padding and gathering fabric.</i></p> <p><i>I know how to colour fabric and have used this to add pattern.</i></p> <p><i>I use my textiles skills to create artwork that is matched to an idea or purpose.</i></p> <p><i>I am aware of textiles work from other cultures and times.</i></p>	<p>I am developing confidence in stitches and select the most appropriate one.</p> <p>I can work precisely.</p> <p>I can use a range of techniques.</p> <p>I can combine visual and tactile elements which are fit for purpose.</p> <p>I can create texture in my textiles work by tying and sewing threads or by pulling threads with support.</p> <p><i>I am confident in several stitches and can select the most appropriate stitch.</i></p> <p><i>I use precise textile techniques which help me to convey the purpose of my work.</i></p> <p><i>I can combine visual and tactile elements which are fit for purpose.</i></p> <p><i>I use historical or cultural observations to influence my textile work.</i></p>



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			<p><i>I can combine some of the techniques I know to create a textile.</i> Summer 1 - B</p>		<p><i>I can create texture in my textiles work by tying and sewing threads or by pulling threads.</i> Spring 1 - A</p>	
Knowledge of artists	<p>I can describe what I can see and like in the work of another artist/designer/craft maker. I can ask questions about artists' work. <i>I can say how artists have used colour, pattern and shape.</i> <i>I can create a piece of artwork in response to another artist.</i> These objectives will be covered in all Art units</p>		<p>I can compare the work of two different artists. I can explore art from different cultures. I can explore art from other periods of time. <i>I can experiment with different styles which artists have used.</i> These objectives will be covered in all Art units</p>		<p>I can experiment with different styles that artists have used. I can use the internet, books, galleries and other sources of information to find out about the work of artists. <i>I can make a record about the different styles of artists in my work.</i> <i>I can say what my work is influenced by.</i> These objectives will be covered in all Art units</p>	
Vocabulary	Brush Clay Colour Draw Paint Pattern Pencil Picture Shape Glue	Artist Collage Design Detail Drawing Image Print Printing Symbol Texture	Cool Line Materials Position Sculpture Sketch Textiles Tone Visual Warm	Appearance Dimension Equipment Illustrate Mixing Natural Opacity Tactile Techniques Transparency	Ceramic Charcoal Effect Experiment Impact Processing Proportion Reflection Scales Shadows	Architect Atmosphere Complementary Discipline Dyeing Emotional Joining Mosaic Portraiture Precision



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Saughall All Saints C of E Primary School

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