



Beckley CE Primary School

Art and Design Skills progression



'Let your light shine' Matthew 5:16

Key Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Exploring and developing ideas</p> <p>(ongoing)</p> 	<ul style="list-style-type: none"> •Talk about ideas and what they observe. •They represent their own ideas, thoughts and feelings through •Design and technology and art. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation, experience and imagination. • Ask and answer questions about the starting points for their work, and develop their ideas. • Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.
<p>Evaluating and developing work</p> <p>(ongoing)</p> 	<ul style="list-style-type: none"> •Begin to explain what they like or don't like about a piece of art. •Have an idea about what they could do to make it better. •Listen to others' ideas. 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work 	<ul style="list-style-type: none"> • Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook • Identify what they might change in their current work or develop in their future work

Drawing



- Enjoys making marks, signs and symbols on a variety of types of paper.
- Is spontaneously expressive, using marks and lines and curves.
- Uses line to represent objects seen remembered or imagined.
- Explores tone using different grades of pencil, pastel and chalk.

- Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk
- Control the types of marks made with the range of media

Lines and marks
Name, match and draw lines/marks from observations. Invent new lines. Draw on different surfaces with a range of media. Use differently textured and sized media.

Shape
Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.

Tone
Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc.

Texture
Investigate textures by describing, naming, rubbing, copying.

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Investigate textures by describing, naming, rubbing, copying.

- Experiment with ways in which surface detail can be added to drawings. Use sketchbooks to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.

Lines and Marks
Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks.

Form and Shape
Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension.

Tone
Experiment with different grades of pencil and other implements to achieve variations in tone. Apply tone in a drawing in a simple way.

Texture
Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.

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- Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a sketchbook to collect and develop ideas. Identify artists who have worked in a similar way to their own work.

Lines, Marks, Tone, Form & Texture
Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes.

Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media.

Perspective and Composition
Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. composition

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Perspective and Composition
Begin to use simple perspective in their work using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created ie. Composition

Painting



- Explore making marks on a variety of papers with a variety of media.

- Use a variety of tools and techniques including the use of different brush sizes and types.


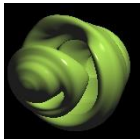
- Mix a range of secondary colours, shades and tones.
- Experiment with tools and



- Mix a variety of colours and know which primary colours make secondary colours.

- Make and match colours with increasing accuracy.
- Use more specific colour

- Demonstrate a secure knowledge about primary and secondary, warm and cold,

- Create shades and tints using black and white.
- Choose appropriate paint,

	<ul style="list-style-type: none"> • Use a variety of tools to spread paint. • Experiment with and enjoy colour. • Create patterns using different tools and colours. 	<ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Work on different scales. • Mix secondary colours and shades • using different types of paint. • Create different textures e.g. use of sawdust 	<p>techniques, inc. layering, mixing media, scraping through etc.</p> <ul style="list-style-type: none"> • Name different types of paint and their properties. • Work on a range of scales e.g. large brush on large paper etc. • Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> • Use a developed colour vocabulary. • Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. • Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>language e.g. tint, tone, shade, hue.</p> <ul style="list-style-type: none"> • Choose paints and implements appropriately. • Plan and create different effects and textures with paint according to what they need for the task. • Show increasing independence and creativity with the painting process. 	<p>complementary and contrasting colours.</p> <ul style="list-style-type: none"> • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. 	<p>paper and implements to adapt and extend their work.</p> <ul style="list-style-type: none"> • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition)
<p>Textiles /collage</p> 	<ul style="list-style-type: none"> • Handle and manipulate materials such as threads, cottons, wool, raffia and grass. • Aware of colour, texture and shape. • Sort, collect, discuss and pulls apart threads and cloths. • Stitches and cuts threads and fibres. 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. • How to thread a needle, cut, glue and trim material. • Create images from imagination, experience or observation. • Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. • Create textured collages from a variety of media. • Make a simple mosaic. • Stitch, knot and use other manipulative skills 	<ul style="list-style-type: none"> • Use a variety of techniques, inc. printing, dyeing, 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 	<p>Match the tool to the material.</p> <ul style="list-style-type: none"> • 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. • Experiments with paste resist 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>3D Form</p> 	<ul style="list-style-type: none"> • Handle, feel and manipulate rigid and malleable materials. • Pull apart and reconstruct basic shapes. • Become aware of form, feel, texture, pattern and weight. • Experiment with basic tools. 	<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, especially clay. • Experiment with, construct 	<ul style="list-style-type: none"> • Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. • Build a textured relief tile. • Understand the safety and basic care of materials and tools. • Experiment with, 	<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. 	<ul style="list-style-type: none"> • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Talk about their work understanding that it has been sculpted, 	<ul style="list-style-type: none"> • Describe the different qualities involved in modelling, sculpture and construction. • Use recycled, natural and manmade materials to create sculpture. • Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> • Develop skills in using clay inc. slabs, coils, slips, etc. • Make a mould and use plaster safely. • Create sculpture and constructions with increasing independence.

	<ul style="list-style-type: none"> • Construct and join recycled, natural and man made materials. 	<p>and join recycled, natural and man-made materials.</p> <ul style="list-style-type: none"> • Explore shape and form. 	<p>construct and join recycled, natural and man-made materials more confidently</p>	<ul style="list-style-type: none"> • Plan, design and make models. 	<p>modelled or constructed.</p> <ul style="list-style-type: none"> • Use a variety of materials. 		
<p>Printing</p> 	<ul style="list-style-type: none"> • Random experimental printing with hands, feet and found materials. • Use one colour of paint or ink in a block. • Repeating patterns, random or organised, with a range of blocks. 	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> • Print using a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. • Make rubbings. • Build a repeating pattern and recognise pattern in the environment. • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. • Design patterns of increasing complexity and repetition. • Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> • Research, create and refine a print using a variety of techniques. • Select broadly the kinds of material to print with in order to get the effect they want • Resist printing including marbling, silkscreen and coldwater paste 	<ul style="list-style-type: none"> • Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. • Choose the printing method appropriate to task. • Build up layers and colours/textures. • Organise their work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours. 	<ul style="list-style-type: none"> • Describe varied techniques. • Be familiar with layering prints. • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently
<p>Breadth of study</p> 	<ul style="list-style-type: none"> • Work alone, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work alone, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work alone, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT • Investigate different kinds of art, craft and design. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. 	<ul style="list-style-type: none"> • Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.