

SKILLS PROGRESSION: Art and Design



Strand	EYFS	YEAR 1	YEAR 2	YEAR 3
	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.</p> <p>Expressive Arts and Design: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>They will share their creations, explaining the process they have used.</p> <p>They will make use of props and materials when role playing characters in narratives and stories.</p>	<p>The national curriculum for art and design aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> ● produce creative work, exploring their ideas and recording their experiences ● become proficient in drawing, painting, sculpture and other art, craft and design techniques ● evaluate and analyse creative works using the language of art, craft and design ● know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 		<p>The national curriculum for art and design aims to ensure that all pupils should be taught to:</p> <ul style="list-style-type: none"> ● create sketchbooks to record their observations and use them to review and revisit ideas ● improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials ● know about great artists, architects and designers in history

<p>Drawing</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>Use drawing to represent ideas like movement or loud noises.</p> <ul style="list-style-type: none"> ● Controlling a pencil for mark making ● Drawing lines with pencils and chalk ● Exploring coloured pencils and pens ● Creating pattern and texture with wax crayons ● Exploring felt tip pens ● Exploring graded pencils ● Exploring chalk and charcoal for mark making 	<p>Use and explore a variety of tools to represent objects in lines.</p> <ul style="list-style-type: none"> ● Learning about the different grades of pencils 2b to 6b and what makes them hard/soft ● Using a graded pencil effectively ● Graded pencils for texture, line, shape and form ● Graded pencil techniques <ul style="list-style-type: none"> ○ Smooth gradients ○ Circular strokes ○ Cross hatching ○ Scribbling ○ Random marks ○ Stippling – short, medium and long strokes ● Use and apply independently for texture, line, shape and form ● Shading and blending with coloured pencils ● Landscape drawing 	<p>Experiment with tones across the mediums.</p> <ul style="list-style-type: none"> ● Revisit the grades of pencils ● Controlling a pencil effectively; using a variety of lines to create a pattern ● Use skills of line, texture, shape and form ● Observational drawing using skills of line, texture, shape and form ● Make quick sketches as a way of recording ● Develop knowledge and use of: <ol style="list-style-type: none"> 1. Perspective 2. Light 3. Shadows 4. Light and dark ● Investigate and comment upon variety of pattern and shape in real life ● Evaluate and critique own work ● Design and create using chosen pencils and colours 	<ul style="list-style-type: none"> ● Experiment with different grades of pencil and other implements □ Plan, refine and alter their drawings as necessary ● Use their sketch book to collect and record visual information from different sources ● Draw for a sustained period of time at their own level ● Use different media to achieve variations in line, texture, tone, colour, shape and pattern
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<p>Painting</p>	<ul style="list-style-type: none"> ● Controlling brushes ● Colour mixing ready mixed paints, green, skin tones ● Colour mixing powder paints ● Cotton bud dotting ● Making textured paint ● Introduction to watercolours 	<ul style="list-style-type: none"> ● Colour wheel – primary to secondary ● Mixing colours using watercolours ● Mixing secondary colours from primary colours using powder paints ● Creating different shades of secondary colours – brighter and darker ● Pointillism – Seurat/Van Gogh ● Flicking, dribbling, squirting different consistencies ● Making colours through movement – running, bleeding ● Blowing paint ● Brush skills and techniques ● Graduated horizontal strokes ● Graduated colour wash ● Brusho – dry particles on to wet surfaces 	<ul style="list-style-type: none"> ● Independently mix powder paints to paint in response to music – using imagination for line, texture, shape and form ● Graduated colour wash with watercolours ● Mixing tertiary colours – learning about how to make lighter, brighter and darker ● Colour mixing for sculptures ● Computer painting ● Pointillism in the style of Paul Signac/ Pointillism – Seurat - French Neo-Impressionist painter 	<ul style="list-style-type: none"> ● Mix a variety of colours and know which primary colours make secondary colours ● Use a developed colour vocabulary ● Experiment with different effects and textures including blocking in colour, washes, thickened paint ● Work confidently on a range of scales e.g. thin brush on small picture
<p>Printing</p>	<ul style="list-style-type: none"> ● Printing in play dough and paint ● Finger printing ● Hand prints ● Foot prints ● Bottle top prints ● Tyre printing ● Bubble wrap printing ● Marbling inks and mixing 	<p>Make prints with found objects and tools to create repeating patterns.</p> <ul style="list-style-type: none"> ● Sponge printing ● Fruit printing ● Polystyrene tile design with a single layered print on a colour wash background 	<p>Use a variety of techniques.</p> <ul style="list-style-type: none"> ● Experiment with printing using different materials ● Polystyrene tile design using a double colour overlay printing on fabric ● Carbon printing ● Relief printing ● Rubbings 	<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

				<ul style="list-style-type: none"> ● Explore pattern and shape, creating design for printing
Textiles	<ul style="list-style-type: none"> ● Collage investigations 	<ul style="list-style-type: none"> ● Designing and making felt – twisting, carding, rubbing and rolling ● Designing - Ink and oil resist on fabric ● Weaving 	<p>Develop techniques to join fabrics and apply decorations such as running or over stitch.</p> <ul style="list-style-type: none"> ● Designing, making and evaluating felt - twisting, carding, rubbing and rolling ● Wax batik, design, make and evaluate – William Morris 	<ul style="list-style-type: none"> ● Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique ● Name and identify the tools and materials they have used ● Develop skills in stitching cutting and joining ● Experiment with a range of media e.g. overlapping and layering
3D	<ul style="list-style-type: none"> ● Moulding play dough, rolling squeezing and pushing ● Moulding clay ● Moulding salt dough ● Sculpturing nests ● Drawing in 3D 	<p>Experiment with different materials to design and make products in three dimension.</p> <ul style="list-style-type: none"> ● Design and evaluate a clay coil pot, moulding, using tools and hands – rolling, flattening, pushing, shaping, twisting, pinching, cutting, joining with slip, decorating ● Combing clay with natural resources 	<p>Represent things observed, remembered or imagines using colour/tools in two and three dimensions.</p> <ul style="list-style-type: none"> ● Design, make and evaluate a clay slab pot revisiting all skills taught in Y1 ● Wire sculptures for mod-roc layering – Henry Moore/Barbara Hepworth ● Tearing paper, twisting, scrunching, fringing to create different effects 	<ul style="list-style-type: none"> ● Join clay and work reasonably independently ● Construct a simple clay base for extending and modelling other shapes ● Cut and join effectively ● Make a simple papier mache object ● Plan, design and make models

		<ul style="list-style-type: none"> ● Paper sculpturing and joining ● Mod-roc layering over paper sculpture 	<ul style="list-style-type: none"> ● Layering of different shades/materials to give depth and light 	
Mixed Media	<ul style="list-style-type: none"> ● Combining leaves and PVA glue ● Joining marshmallows and playdough ● Folding paper and joining ● Ripping paper and joining 	<ul style="list-style-type: none"> ● Ink pen and water ● Oil pastels and pencils ● Ink and oil pastels ● Computing using creative tools ● Natural resources within the environment ● Sort, cut and shape fabrics and experiment with ways of joining 	<p>Try out different activities and make sensible choices about what to do next in learning.</p> <p>Experiment with basic tools on rigid and flexible materials.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <ul style="list-style-type: none"> ● Computing – creating patterns ● Computing – using microscopes to enhance texture, line, shape and tone for drawing ● Computing – to create a collage of photos ● Textured collages using folding, crumpling and tearing techniques 	
Artists	<ul style="list-style-type: none"> ● Jackson Pollock 	<ul style="list-style-type: none"> ● Visiting artist – Heidi Street-Ward ● Henry Moore – British Modern sculptor ● Jackson Pollock – American Abstract expressionist 	<ul style="list-style-type: none"> ● Visiting artist – Heidi Street-Ward ● Henry Moore/Barbara Hepworth - British Modern sculptor ● Georgia O’Keeffe – American modernism 	

<p>Knowledge retention</p>	<p>Flashback/revisit prior learning to support retention of knowledge and skills will be incorporated within planning.</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> ● Georges Seurat – French impressionist ● Xu Huang – Chinese artist ● Claude Monet – French Impressionist ● Vincent Van Gogh – Dutch Impressionist ● Henri Rousseau – French Impressionist ● Andy Goldsworthy – British sculptor and photographer ● Shoo Rayner – British illustrator ● Joseph Thiongo – Kenyan watercolour artist ● Sayed Haider Raza – Indian block colour artist ● Stephen Wiltshire – British autistic architectural landscape pencil artist <ul style="list-style-type: none"> ● Science behind resist – ink and oil ● Similarities between chalk and oil pastels ● Where charcoal comes from ● Where clay comes from ● Parts of a paint brush ● Critiquing- likes/dislikes works of others ● Historical and cultural capital 	<ul style="list-style-type: none"> ● Claude Monet – French Impressionist ● William Morris – British textile designer ● Paul Signac - French Neo-Impressionist painter/Pointillism ● Shoo Rayner – British illustrator ● Kirsty Partridge – British self-taught charcoal artist <ul style="list-style-type: none"> ● Computing technology ● Combining technology to enhance observations ● Science behind resist – Wax and ink ● Designing ● Critiquing and giving reasons for preferences when looking at art/craft or design work ● Evaluating ● Analysing ● Historical and cultural capital 	
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	Children share and critique artwork/creations, explaining the process they have used.	<ul style="list-style-type: none"> • Know the names of tools, techniques and elements that he/she uses 		
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Vocabulary: Each year group will develop the range of vocabulary used as specified and identified in weekly lesson plans. Lesson teaching and coverage will revisit/flashback whilst introducing new vocabulary to broaden children's knowledge and understanding. Children will have opportunities to make connections with previous lessons and across year groups.