

Art and Design Progression of Skills

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
EXPLORING, DEVELOPING AND EVALUATING IDEAS (Sketch book work)	<p>Select and record form from 1st hand observation, exploration and imagination and explore ideas for different purposes</p> <p>Question and make thoughtful observations about starting points and select ideas to use in work</p> <p>Explore the roles and purposes of artists, crafts people and designers working in different times and processes</p> <p>Evaluate ideas, methods and compositions in own and others' work and say what they think and feel</p> <p>Adapt work and describe how it might be developed further</p> <p>Annotate work in sketch book</p>			
DRAWING	<p>Explore pencil grades</p> <p>Plan, refine and alter drawings</p> <p>Use sketches to collect and record visual information</p> <p>Draw for a sustained period at own level</p> <p>Use different media to achieve a variety in line, texture, tone, colour, shape and pattern</p>	<p>Make informed choices in drawing (paper and media choices)</p> <p>Alter and refine drawings and describe changes using artistic vocabulary</p> <p>Collect images and information independently in sketchbooks</p> <p>Use resources to inspire drawings from memory and imagination</p> <p>Explore the relationship between line and tone, pattern and shape, line and texture</p>	<p>Use a variety of source materials</p> <p>Work in a sustained and independent way from observation, exploration and imagination</p> <p>Use sketch books to develop ideas</p> <p>Explore potential properties of 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've worked in similar ways to their own</p> <p>Develop ideas using mixed media in sketch books</p> <p>Manipulate and experiment with line, tone, pattern, texture, form, space, colour and shape</p>

<p>PAINTING</p>	<p>Mix various colours and know which primary colours make secondary Use a developing colour vocabulary Experiment with effects and textures (blocking, washes, thickened paint) Work confidently in a range of scales</p>	<p>Make and match colours with increasing accuracy Use specific colour vocabulary (tint, shade, tone, hue) Choose paint and implements appropriately Plan and create effects and texture for task Show an increasing independence and creativity with the painting process</p>	<p>Demonstrate a secure knowledge of primary and secondary, warm and cold, complimentary and contrasting colours Work on preliminary studies to test media and materials Create imaginative work from a variety of sources</p>	<p>Create shades and tints using black and white Choose appropriate paper, paint and implements to adapt and extend their work Carry out preliminary studies to test media, materials and mix colours Work from a variety of sources including research Show awareness of composition (how paintings and planned and set out)</p>
<p>PRINTING</p>	<p>Print using a variety of materials, objects and techniques including layering Talk about simple printing processes Explore pattern and shape</p>	<p>Same as Y3, plus: Select their choice of printing material</p>	<p>Same as Y4, plus: Explore techniques Build layers Play with repetition, symmetry and random printing</p>	<p>Same as Y5, plus: Be confident when printing on fabric and paper Work independently</p>

COLLAGE/TEXTILES	<p>Use a variety of techniques: print, dye, weave, embroider, applique</p> <p>Name tools and materials</p> <p>Develop skills in stitching (cut and join)</p> <p>Explore a range of media (overlap and layer)</p>	<p>Combine skills</p> <p>Choose collage or textile as a way of extending work already completed</p> <p>Refine and alter ideas with artistic language</p> <p>Collect visual information</p>	<p>Join fabric in different ways</p> <p>Use different grades and uses of thread and needles</p> <p>Use a range of media in collage</p> <p>Batik safely</p>	<p>Explore the potential uses of material</p> <p>Ply with different effects/techniques/colours and textures when designing and making</p>
3D FORM	<p>Join clay and work independently</p> <p>Construct simple clay bases for models</p> <p>Cut and join wood safely</p> <p>Make simple papier mache models</p> <p>Plan, describe and make models</p>	<p>Make informed choices about 3D techniques chosen</p> <p>Understand shape, space and form</p> <p>Plan, describe, make and adapt models</p> <p>Talk about work: is it sculpture, modelling or construction?</p> <p>Vary materials used</p>	<p>Describe different qualities in modelling, sculpture and construction</p> <p>Use recycled, natural and man-made resources</p> <p>Plan through drawing and other preparatory work</p>	<p>Develop skills in clay</p> <p>Create sculptures and constructions with increasing independence</p>
GENERAL	<p>Work on their own and collaboratively</p> <p>Work in 2D and 3D</p> <p>Work in different scales</p> <p>Use ICT</p> <p>Investigate local artists and designers where possible</p> <p>Vary the genres, styles and traditions studied</p>			