




# St Teresa's Catholic Primary School

## Progression in Art and Design skills



	<b>EYFS</b>	<b>Key Stage 1</b> Year 1 and 2	<b>Lower Key Stage 2</b> Year 3 and 4	<b>Upper Key Stage 2</b> Year 5 and 6
Exploring and developing ideas and evaluating and developing work  (ongoing)  	<b>Exploring and using media and materials</b> <ul style="list-style-type: none"> <li>Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul> <b>Being imaginative</b> <ul style="list-style-type: none"> <li>Uses what he/she has learnt about media and materials in original ways, thinking about</li> </ul>	<ul style="list-style-type: none"> <li>Use artwork to record ideas, observation and experiences.</li> <li>Explain what they like about the work of others.</li> <li>Experiment with different materials to design and make products.</li> <li>Know the names of tools, techniques and elements I use in my artwork.</li> <li><b>Try out different activities and make sensible choices about what to do next.</b></li> <li><b>Give reasons for my opinions when I look at art/craft or design work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas.</li> <li>Experiment with different materials to create a range of effects and use these techniques in the completed piece of work.</li> <li>Explain what they like or dislike about their own work.</li> <li>Know about some of the great artists, architects and designers in history and describe their work.</li> <li><b>Use a sketchbook for collecting ideas and developing a</b></li> </ul>	<ul style="list-style-type: none"> <li>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</li> <li>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</li> <li>Evaluate his/her work against intended outcome.</li> <li>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</li> <li><b>Select ideas based on first-hand observations, experiences or imagination and</b></li> </ul>





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	<p>use and purpose.</p> <ul style="list-style-type: none"><li>• Represents his/her own ideas through art and design in a variety of media.</li></ul>	<ul style="list-style-type: none"><li>• <b>Choose the right materials and techniques to create a chosen product.</b></li><li>• <b>Know that different artistic works are made by craftspeople from different cultures and times.</b></li></ul>	<p><b>plan for a completed piece of artwork.</b></p> <ul style="list-style-type: none"><li>• <b>Use the taught technical skills to adapt and improve on their work.</b></li><li>• <b>Articulate how he/she might improve their work using technical terms and reasons, as a matter of routine.</b></li><li>• <b>Describe some of the key ideas techniques and working practices of artists, architects and designers who they have studied.</b></li></ul>	<p><b>develop these through open ended research.</b></p> <ul style="list-style-type: none"><li>• <b>Refine his/her use of learnt techniques.</b></li><li>• <b>Adapt his/her own final work following feedback or discussion based on their preparatory ideas.</b></li><li>• <b>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts.</b></li><li>• <b>Explain and justify preferences towards different styles and artists.</b></li></ul>
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<p>Drawing</p> 	<ul style="list-style-type: none"> <li>Creates simple representations of events, people and objects.</li> <li>Is able to grasp a pencil and make various patterns in line with pencil control expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools to represent objects I have seen or imagined, using lines.</li> <li>Explore mark making using a variety of tools.</li> <li><b>Represent things observed, remembered or imagined using colour/tools.</b></li> <li><b>Experiment with tones using pencils, chalk or charcoal.</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore shading, using different media.</li> <li><b>Draw familiar objects with correct proportions.</b></li> <li><b>Plan a sculpture through drawing and other preparatory work.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions.</li> <li><b>Begin to develop an awareness of composition, scale and proportion in their work.</b></li> <li><b>Use simple perspective using a focal point and horizon.</b></li> <li><b>Create intricate printing patterns by simplifying and modifying sketchbook designs.</b></li> </ul>
<p>Painting</p> 	<ul style="list-style-type: none"> <li>Explores what happens when colour mixing.</li> <li>Experiments to create different textures.</li> <li>Chooses particular colours to use for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different size brushes.</li> <li>Mix and match colours to artefacts/objects.</li> <li>Work on different scales.</li> <li>Know the difference between primary and secondary colour and</li> </ul>	<ul style="list-style-type: none"> <li>Explore shadow and proportions using shadow and tone.</li> <li>Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours.</li> <li><b>Create different effects by using a variety of tools and</b></li> </ul>	<ul style="list-style-type: none"> <li>Mix colours to express mood, divide foreground from background or demonstrate tones.</li> <li><b>Use techniques, colours, tones and effects in an appropriate way to represent things seen – brushstrokes following the direction of grass, stippling to paint sand,</b></li> </ul>






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	<ul style="list-style-type: none"> <li>• Is able to talk about colours and how they might make them feel and relate these to the natural environment.</li> </ul>	<p>how to achieve different ones/shades.</p> <ul style="list-style-type: none"> <li>• Use different types of paint.</li> <li>• Create different textures with paint.</li> <li>• <b>Mix a range of colours, shades and tones.</b></li> <li>• <b>Experiment with tools and techniques, incl. layering, mixing media, scraping etc.</b></li> <li>• <b>Name different types of paint and when best to use these.</b></li> <li>• <b>Work on a range of scales.</b></li> </ul>	<p><b>techniques such as bleeds, washes, scratches and splashes.</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques.</b></li> </ul>	<p><b>water colour bleeds to show clouds.</b></p> <ul style="list-style-type: none"> <li>• <b>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choice.</b></li> </ul>
<p>Printing</p> 		<ul style="list-style-type: none"> <li>• Make marks in print using found objects and basic tools and use these to create repeating patterns.</li> <li>• <b>Use a variety of techniques including carbon printing, relief, press and</b></li> </ul>	<ul style="list-style-type: none"> <li>• Create printing blocks using relief or impressed techniques.</li> <li>• <b>Print on fabrics tie-dyes or batiks.</b></li> <li>• <b>Use a variety of techniques, such as marbling, silk screen</b></li> </ul>	<p>Add collage to a painted, drawn, or printed background using a range of media, different techniques, colours and textures. Be able to explain some techniques learned throughout school. Choose a printing method appropriate to task.</p>






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		<p><b>fabric printing and rubbings.</b></p>	<p><b>and cold-water paste.</b></p>	<p>Organise work using pattern, repetition, symmetry or random printing styles. Choose ink and overlay styles. <b>Describe varied techniques.</b> <b>Understand layering prints.</b> <b>Be confident in printing on paper and fabric.</b> <b>Alter and modify work.</b></p>
<p>Textiles/collage</p> 	<ul style="list-style-type: none"> <li>• Experimenting with different textures.</li> <li>• Uses simple tools and techniques for cutting and tearing competently and appropriately.</li> <li>• Use different media, combining these to create new effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Cut, glue and trim materials to create images from a variety of media.</li> <li>• Sort, cut and shape fabric and experiment with ways of joining them.</li> <li>• <b>Make textured collages from a variety of media and by folding, crumpling or tearing materials.</b></li> <li>• <b>Develop techniques to join fabrics and apply decorations</b></li> </ul>	<ul style="list-style-type: none"> <li>• He/she can create a collage using overlapping and layering.</li> <li>• <b>Experiment with creating depth, and movement, by selecting appropriate materials.</b></li> </ul>	<p>Join fabrics in different ways including stitching.</p> <ul style="list-style-type: none"> <li>• Use a range of media to create collage.</li> <li>• Extend their work within a specified technique.</li> <li>• <b>Be aware of the uses of different materials.</b></li> <li>• <b>Use different colours and textures etc. when designing and making pieces of work.</b></li> </ul>






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		<p><b>such as running or over stitch.</b></p>		
<p>3D form</p> 	<ul style="list-style-type: none"> <li>• Selects tools and techniques needed to shape, assemble and join materials he/she is using.</li> <li>• Select appropriate resources and adapts where necessary.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with purpose and using a variety of tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Make structures by joining simple objects together.</li> <li>• Using a variety of materials to build structures based on design and evaluation.</li> <li>• <b>Experiment with basic tools on rigid and flexible materials, evaluating and changing materials if necessary based on justified reasoning.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Compare and recreate form of natural and manmade objects using a variety of media including clay.</li> <li>• Using clay to carve pattern.</li> <li>• <b>Plan a sculpture through drawing and other preparatory work.</b></li> <li>• <b>Using Modroc, clay and other mediums to recreate sculptures they have designed.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Develop skills in using clay including slabs, coils and slips to build sturdy structures.</li> <li>• <b>Produce intricate patterns in malleable media to finalise a sculpture according to design.</b></li> </ul>



*“Igniting young minds with an evolving, engaging and enriching curriculum”*



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<p>Suggested artists for study.</p> <p>Artist's background, significance and their style of art should be studied alongside the 'doing' of the art.</p>	<p><b><u>Reception Class</u></b></p>	<p><b><u>Year 1:</u></b>  <b>What a wonderful world and me</b>  <i>Van Gogh; Andy Goldsworthy:</i></p> <p><b>Home:</b> Focus on skills colour mixing and still life drawing, collage local buildings, making our personal stamps.</p> <p><b>Travel and Transport:</b> <i>David Shepherd</i></p> <p><b>What's the problem? Little Things:</b> <i>Henri Rousseau</i></p> <p><b><u>Year 2:</u></b>  <b>Knights and Castles:</b> Focus on skills.  <b>Where the Wild Things Are:</b>  <i>Monet, Brancusi, Richard Sweeney</i></p> <p><b>Pirates and Treasure:</b>  <i>J.M.W. Turner</i></p>	<p><b><u>Year 3:</u></b>  <b>Savage Stone Age:</b> <i>Andy Warhol</i></p> <p><b>Endangered Species:</b> <i>Henri Matisse</i></p> <p><b><u>Year 4:</u></b>  <b>What's the Problem? Soil Erosion!</b> <i>Giuseppe Arcimboldo</i></p> <p><b>Mountain High, River Deep:</b>  <i>James Dodds</i></p> <p><b>The Greeks:</b>  <i>Walter Crane</i></p>	<p><b><u>Year 5:</u></b>  <b>The Virtuous Victorians</b>  <i>William Morris.</i></p> <p><b>World of Change:</b>  <i>Nils-Udo, Andy Goldsworthy</i></p> <p><b>The Force Below:</b>  <i>Alyson Shotz</i></p> <p><b><u>Year 6:</u></b>  <b>The Golden Age of Egypt:</b>  <i>David Hockney</i></p> <p><b>Ecuador</b>  <i>Georgia O'Keefe,</i></p> <p><b>I'm a survivor:</b>  <i>Hokusai</i></p>
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