

SKILLS PROGRESSION ART & DESIGN/DT

SKILLS THEME	Reception & Year 1 skills &/or concepts	Year 2 skills &/or concepts	Year 3 skills &/or concepts	Year 4 skills &/or concepts	Year 5 skills &/or concepts	Year 6 skills &/or concepts
DRAWING	<ul style="list-style-type: none">•Draw lines of different shapes and thicknesses•Using pencils, chalk and oil pastels, and charcoal in both drawings and observational drawings.•Children can verbally describe their ideas and creations, using key vocabulary•Use shape as a basis for their observations•Colouring in neatly, staying in the lines, when appropriate•Show different tones (light and dark) using pencil, chalk and oil pastels, and charcoal.•Add details to my drawings using lines and dots to show texture•Experience drawing on different surfaces both indoors and outside•Make rubbings of different surfaces	<ul style="list-style-type: none">• Use a number of sketches (sourcebook) to base their work on• Annotating their work with thoughts, feelings and their ideas throughout the whole process (including shape, line, texture and tone)• Children sketch using a loose wrist encouraging movement from the wrist making light sketches (no rubbers necessary from this point)• Draw people and faces proportionately• Introduce view finders to assist children in focusing on close up detail or framing a scene• Explore different grades of pencil to show different tones and depth within their drawings• Use hatching and cross hatching (including smudging) to show different tones• Apply a technique to show texture e.g. a pattern of lines and dots• Continue to use a variety of drawing tools	<ul style="list-style-type: none">• Independently select appropriate drawing tools for specific effect• Continue using a sourcebook to inform their work• Continue annotating their work with thoughts, feelings and their ideas throughout the whole process (showing deeper insight)• Use shading to add form to drawings (showing depth and dimension, shadows, texture and reflections)• Develop own style of drawing• Begin to use simple perspective using a focus point and the horizon• Continue using view finders to assist composition• Ensure all children are sketching with a loose wrist and using no rubbers			

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PAINTING	<ul style="list-style-type: none">•Use thick and thin brushes•Use ready mixed or powder paints•Paint pictures of what they see•Paint pictures from their mind•Name primary and secondary colours•Mix primary colours to make secondary colours•Talk about how an artist has used colour•Add white to colours to make them lighter•Add darker colours to colours to make them darker (not usually black)•Attempt to match colours to objects•Experiment in creating moods or feelings with colour•Experiment with tools in paint eg scraping through, dabbing, wiping etc•Create textures in paint by adding eg sand	<ul style="list-style-type: none">• Mix colours to represent images observed in nature and the manmade world• Identify primary and secondary colours and see their place on a colour wheel• Make colours lighter or darker• Use powder paint, ready mix, watercolours, watercolour pencils and acrylic paint• Use watercolours to make washes ready for detail• Experiment with colour to create moods or feelings• Use different thickness of brushes and different techniques to produce shapes, textures, patterns and lines• Make notes in sourcebook of how artists have used paint and techniques to produce pattern, colour, texture, tone, shape, space, form and line• Sketch lightly before painting			<ul style="list-style-type: none">• Sketch lightly before painting• Select colours for moods or feelings• Develop own style of painting• Paintings convey their purpose• Identify primary, secondary, complimentary and contrasting colours• Use powder paint, ready mix, watercolours, watercolour pencils and acrylic paint• Give the opportunity for supervised use of oil paints (able pupils) and the texture they can represent• If choosing paint, show skills learned in previous years	

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PRINTING	<ul style="list-style-type: none"> • Print with fruit, vegetables, sponges and other available surfaces • Print on different surfaces • Make repeated patterns, overlap, rotate and arrange shapes • Print by pressing, rolling, rubbing and stamping • Look at printing in the environment eg wallpaper, fabric 	<ul style="list-style-type: none"> • Make a printed piece in response to looking at the work of an artist/designer • Focus on colour, shapes and lines when creating patterns • Continue to print by pressing, rolling, rubbing and stamping • Make repeated patterns, overlap, rotate and arrange shapes • Make own printing blocks eg from Plasticine, string, using relief or impressed method • Make a one- coloured print • With help, make prints of 2 or more colours or use mixed media on a onecoloured print 			<ul style="list-style-type: none"> • Experiment with different materials to make printing blocks • Select surfaces for effect • Make prints with 2 or more colours and/or mixed media effects • Make effective use of repeating patterns • If choosing printing, show understanding of the process involved and verbally explain or annotate the effect they expect • Give the opportunity to choose printing as part of a mixed media project 	

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COLLAGE	<ul style="list-style-type: none"> •Explore and experiment with lots of collage materials including magazines, different types of paper, fabric, straws, pasta etc •Fold, crumple, tear, cut and overlap collage materials •Arrange and glue different materials on different backgrounds •Sort and arrange collage materials for a purpose •Use paste, glue and other adhesives e.g. wallpaper paste, PVA •Select and use different shapes, textures and colours of collage materials •Refine cutting skills and techniques •Introduce mosaic techniques •Use tessellation and other patterns in my collage 	<ul style="list-style-type: none"> •Continue to refine cutting skills and techniques •Apply techniques learnt at KS1 for specific purposes •Annotating their work with thoughts, feelings and their ideas throughout the whole process using sourcebook 			<ul style="list-style-type: none"> • If choosing collage, select the most appropriate materials and techniques to fit the purpose •If choosing collage, annotate their work with thoughts, feelings and their ideas throughout the whole process •Give the opportunity to choose collage as part of a mixed media project 	

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3D	<ul style="list-style-type: none"> •Explore and experiment with clay, playdoh, salt dough and plasticine •Manipulate materials in a variety of ways including rolling and kneading •Use and explore with tools to add texture to sculptures •Make shapes from rolled up paper, straws, paper and card •Use cutting, rolling and coiling techniques •Model-making using a variety of materials, boxes, pots, tubes - experimenting with constructing and joining materials •Manipulate materials for a purpose, e.g. a clay pot or tile •Use simple 2-D shapes to create a 3-D form 	<ul style="list-style-type: none"> •Make nets of shapes to create recognisable forms, e.g. cubes, cuboids, cones. Join these together to create abstract forms. •Experiment with making life-size models •Use developing clay techniques to apply to pottery (joining clay adequately) •3-D work has a well thought out purpose, planned and designed from observation or imagination •Continue using techniques of adding materials to create texture, feeling, expression and movement (e.g. wrinkles on a portrait sculpture.) •Use papier mache to create a simple 3-D object 			<ul style="list-style-type: none"> •Continue using a variety of tools and techniques for sculpting in clay, papier mache and other mouldable materials •Explore paper techniques such as pop-up books and origami •3-D work has a life-like quality gained by choosing and applying the most appropriate techniques •3-D on a range of scales communicate observations from the real or natural world •Plan a sculpture through drawing (using sourcebook) •Develop skills in using clay including, slabs, coils, slips (joining correctly) •Produce intricate patterns and textures in a malleable media 	