



Art & Design

Skills Progression

In Jesus' footsteps we will grow in grace and knowledge



Art skills Progression document

		Early Years Foundation Stage	Key Stage 1	Lower KS2	Upper KS2
	Drawing	Work with a range of materials from imagination and in response to other stimuli. Explore markmaking using a range of tools and surfaces.	Explore mark making, experiment with drawing lines and use 2D shapes to draw. Explore drawing techniques, begin to apply tone to describe form, develop skill and control with a range of drawing materials.	Draw still life from observation and for mark making. Further develop understanding of geometry and mathematical proportion when drawing. Use a range of drawing media.	Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line. Learn and apply new drawing techniques such as negative drawing, chiaroscuro, expression, sketching and still life.
	Painting	Paint on a range of surfaces and scales. Hold and control a variety of media and use them to make and repeat various marks and lines.	Develop skill and control when painting. Paint with expression. Further improve skill and control when painting. Paint with creativity and expression.	Increase skill and control when painting. Apply greater expression and creativity to own paintings. Develop skill and control when painting. Paint with expression. Analyse painting by artists.	Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. Paint with greater skill and control, applying tonal techniques and more complex colour theory to own work.



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	Craft, design, materials and techniques	Model with malleable materials, exploring the tactile qualities of materials. Talk about the materials and the processes of working them.	Learn a range of materials and techniques such as clayetching, printing and collage. Use a range of materials to design and make products including craft, weaving, printmaking, sculpture and clay.	Use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products. Make art from recycled materials, create sculptures, print and create using a range of materials. Learn how to display and present work.	Create mixed media art using found and reclaimed materials. Select materials for a purpose. Create photomontages, make repeat patterns using printing techniques, create digital art and 3D sculptural forms.
	Colour	Learn the names of different tools that bring colour. Name, choose and match primary and secondary colours. Mixing (not formal) Use a range of tools to make coloured marks.	Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose. Mix, apply and refine colour mixing for purpose	Increase awareness and understanding of mixing and applying colour, including use of natural pigments. Use aspects of colour such as tints and shades, for different purposes. Analyse and describe colour and painting techniques in artists work.	Select and mix more complex colours to depict thoughts and feelings. Mix and apply colours to represent still life objects from observation. Express feelings and emotions through colour. Study colours used by Impressionist painters.
	Form	Handling, feeling, enjoying and manipulating materials. Constructing Building and destroying Shape and model Mould and create simple shapes with malleable materials, e.g. dough Assemble and dis-assemble component parts of a range of construction kits	Learn about form and space through making sculptures and developing language. Extend their practical ability to create 3D sculptural forms and begin to understand how to represent form when drawing.	Further develop their ability to describe 3D form in a range of materials, including drawing. Develop their ability to describe and model form in 3D using a range of materials. Analyse and describe how artists use and apply form in their work.	Further extend their ability to describe and model form in 3D using a range of materials. Express and articulate a personal message through sculpture. Analyse and study artists' use of form.



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	Line	Use lines to create shapes, patterns and textures. Drawing with light lines (e.g. chalk) on a dark surface.	Use, express and experiment with line for purpose, then use appropriate language to describe lines. Draw lines with increased skill and confidence. Use line for expression when drawing portraits.	Express and describe organic and geometric forms through different types of line. Learn and apply symmetry to draw accurate shapes. Analyse and describe how artists use line in their work.	Extend and develop a greater understanding of applying expression when using line. Deepen knowledge and understanding of using line when drawing portraits. Develop greater skill and control. Study and apply the techniques of other artists.
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	Pattern	Use simple tools to cut, shape and impress patterns and textures in a range of materials. Explore patterns using a variety of mark making techniques.	Understand patterns in nature, design and make patterns in a range of materials. Learn a range of techniques to make repeating and nonrepeating patterns. Identify natural and man-made patterns. Create patterns of their own.	Construct a variety of patterns through craft methods. Further develop knowledge and understanding of pattern. Create original designs for patterns using geometric repeating shapes. Analyse and describe how other artists use pattern.	Construct patterns through various methods to develop their understanding. Represent feelings and emotions through patterns. Create sophisticated artwork using their knowledge of pattern.
	Shape	Explore shapes within their environment and use within their ideas.	Identify, describe and use shape for purpose. Compose geometric designs by adapting the work of other artists to suit their own ideas.	Identify, draw and label shapes within images and objects. Create and form shapes from 3D materials. Create geometric compositions using mathematical shapes. Analyse and describe the use of shape in artist's work.	Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. Fluently sketch key shapes of objects when drawing. Create abstract compositions using knowledge of other artists' work.



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	Texture	<p>Classify materials into textures and colours.</p> <p>Handling and manipulating a wide range of natural and made materials.</p> <p>Wrapping dolls and other shapes in fabrics.</p> <p>Dressing themselves and talking about fastenings and the different fabrics.</p> <p>To begin to understand that materials can be found in a range of thicknesses, textures, patterns and colours.</p>	<p>Use materials to create textures. Identify and describe different textures. Select and use appropriate materials to create textures.</p>	<p>Analyse and describe texture within artists' work.</p> <p>Use a range of materials to express complex textures.</p>	<p>Develop understanding of texture through practical making activities.</p> <p>Understand how artists manipulate materials to create texture.</p>
	Tone	<p>Understand the terms lighter and darker. Explore making marks and colours with different tones.</p>	<p>Understand what tone is and how to apply this to their own work. Experiment with pencils to create tone. Use tone to create form when drawing.</p>	<p>Develop skill and control when using tone. Learn and use simple shading rules.</p> <p>Use a variety of tones to create different effects. Understand tone in more depth to create 3D effects. Analyse and describe use of tone in artists' work.</p>	<p>Develop an increasing sophistication when using tone to describe objects when drawing.</p> <p>Analyse artists' use of tone.</p> <p>Increase awareness of using tone to describe light and shade, contrast, highlight and shadow.</p> <p>Manipulate tone for halo and chiaroscuro techniques.</p>



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Sketchbooks	N/A	To use sketchbooks more effectively through further teacher modelling. Use sketchbooks to record thoughts and ideas and to experiment with materials.	To use sketchbooks to generate ideas and record thoughts and observations. Make records of visual experiments. Use sketchbooks for planning and refining work, to record observations and ideas and developing skill and technique.	Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. Make personal investigations and record observations in sketchbooks. Record experiments with media and try out new techniques and processes in sketchbooks.
Creating original work	Create artwork from a range of ideas and their own imagination.	Explore and create ideas for purposes and intentions. Use artist sources to develop their own original artwork. Gaining inspiration for artwork from the natural world.	Create personal artwork using the artwork of others to stimulate them. Use literary sources to inspire art. Express thoughts and feelings through the tactile creation of art. Manipulate materials to achieve desired effects. Represent ideas from multiple perspectives.	Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. Develop personal, imaginative responses to a theme. Produce personal interpretations of cherished objects, show thoughts and feelings through pattern, create imaginative 3D forms to create meaning. Express ideas about art through messages, graphics, text and images.



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Artists, craftspeople, designers	<p>Recognise that other artists have drawn and painted the same things that they do.</p> <p>Look at the work of illustrators in picture books and how art can tell stories.</p> <p>Consider how artists in other cultures use art to tell stories.</p> <p>Link artists work to themes in class such as Three Billy Goats Gruff and Monet's bridge.</p> <p>Consider works by Matisse such as 'The Snail' where the children can base their own work on a famous artist's work.</p>	<p>Study the work of the artists: Beatrice Milhazes, Bridget Riley, David Hockney and Vija Celmins, Louis Wain, Kandinsky, Bernal, Bolotowsky, Vincent Van Gogh, Jasper Johns, Renoir, Sorolla, Kroyer, Louise Bourgeois, Max Ernst, Ed Ruscha, Clarice Cliff (Design) Nancy McCrosky, Damien Hirst, Julian Opie, Edwina Bridgeman</p>	<p>Study the work of the artists: Carl Giles, Diego Velazquez, Prehistoric Artists</p> <p>Luz Perez Ojeda, Paul Cezanne, Giorgio Morandi, David Hockney, Paula Rego, Edward Hopper, Pieter Brueghel, Fiona Rae, Giuseppe Archimboldo, Sokari Douglas Camp, El Anatsui, Barbara Hepworth</p>	<p>Study the work of the artists: Hundertwasser, Banksy, Andy Warhol, John Singer Sargent, Magdalene Odundo, Claude Monet, William Morris, Edward Hopper, Kathe Kollwitz, Pablo Picasso, Mark Wallinger, Hannah Hoch, Peter Kennard, Jerry Uelsmann, Jenny Holzer, Edward Weston, Edvard Munch, Paul Cezanne, Jaromir Funke, Ben Nicholson</p>
Identify similarities and differences to others' work	<p>Recognise what is similar and what is different in their own and other's work.</p>	<p>Recognise and describe key features of their own and other's work.</p> <p>Compare other's work, identifying similarities and differences.</p>	<p>Discuss own and other's work using an increasingly sophisticated use of art language (formal elements).</p> <p>Build a more complex vocabulary when discussing your own and others' art.</p>	<p>Develop a greater understanding of vocabulary when discussing their own and others' work.</p> <p>Use the language of art with greater sophistication when discussing own and others art.</p>
Reflecting	<p>Talk about their own and others work.</p>	<p>Describe what they feel about their work and the art of others.</p> <p>Describe choices and preferences using the language of art.</p>	<p>Reflecting on their own work in order to make improvements.</p> <p>Use their own and other's opinion of work to identify areas of improvement.</p>	<p>Regularly analysing and reflecting on their intentions and choices.</p> <p>Give reasoned evaluations of their own and others work which takes account of context and intention.</p>



Art & Design Curriculum Essential Elements

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St Leonard's Art and Design Curriculum fulfils the statutory requirements outlined in the National Curriculum (2014).
The National Curriculum for Art and design aims to ensure that all pupils:

★ 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
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From these aims we have identified five strands which run throughout our Art and Design Curriculum:

Making skills	Generating ideas	Formal elements	Knowledge of Artists	Evaluating
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