

Progression of Skills In Art and Design at Albourne



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Opportunities to try a range of materials - self-portraits. Using natural materials. Fruit and vegetables for print and pattern making. Colour mixing. Making representational drawings/paintings. Explore colour, texture, shape and space.</p>	<p>3D Clay - Local Artist study, Sylvia Thornhill (Hurstpierpoint) Portraits. Monet: Large Scale Painting</p>	<p>Painting and drawing dragons (Chinese Culture/fantasy art). Aboriginal art (Australia). Ephemeral Art (Andy Goldsworthy)</p>	<p>Prehistoric- cave paintings/coiled clay pot. Clay modelling/papyrus/papier-mâché and decoration. Sketch book skills Put together book based on 'Where My Wellies Take Me.</p>	<p>Roman Mosaic Mayans: printmaking/hieroglyphs of Mayan culture Wildlife sketching/collage- Rousseau</p>	<p>Greek pots and decoration (clay) Binca-needlework (Vikings/Anglo Saxons shield designs) Watercolour work (seascape) based on Turner and Constable (Rivers)</p>	<p>Batik- fashion design (Mountains) Henry Moore compositions and sculpture (WW2) Architecture (Sustainability)</p>
Exploring and developing ideas	<p>Explore colour, texture, shape and space. Understands that different media can be combined to create new effects.</p>	<p>Explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the work of artists, craftspeople and designers in different times and cultures. (Thornhill (local artist), Comic art (superheroes) Pop art- Warhol/Lichtenstein, Monet)</p>	<p>Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas visually. Explore the work of artists, craftspeople and designers in different times and cultures. (Fantasy art/dragons (China), (Fantasy art/dragons (China), Aboriginal art, Andy Goldsworthy)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (Prehistoric Art/Egyptian Art/ Where My Wellies Take Me by Morpurgo and illustrated by Olivia Lomenech Gill)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Annotate and develop ideas visually and through commentary. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (Mayans/Romans/Rousseau)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Create mood boards/visual records of ideas with clear annotations. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (Greeks/ Saxons and Vikings shield designs/ Constable/Turner)</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Use sketches and IT equipment to develop ideas (cameras and computers). Question and make thoughtful observations about starting points and select ideas and processes (including photography) to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. (Fabric prints from Nepal/India, Henry Moore, Architects and styles). Develop an understanding of composition by role playing and photographing scenes. Model making.</p>

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Evaluating and developing work	They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.	Review what they and others have done and say what they think and feel about it. E.g. adult annotates sketchbook. Begin to identify what they might change in their current work or develop in their future work.	Review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Suggest changes peers could make. Adapt their work according to their views and that of their peers and describe how they might develop it further. Annotate work in sketchbook. Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.	Produce a range of ideas using different media and approaches (clay / Binca/watercolour). Compare ideas, methods and approaches in their own and others' work and record what they think and feel about them (different ways of working with clay- moulding from 1 piece, coil building, slab building/ pencils, pens, watercolours, pastels, inks). Suggest changes peers could make. Adapt their work according to their views and that of their peers and describe how they might develop it further. Mood boards. Annotate ideas in their sketchbook- clearly explaining their thinking.	Produce a range of ideas using different media and approaches (batik/ exploring chalk/charcoal and different coloured papers/printmaking). Make and explain creative decisions based on their investigations/work. Compare ideas, methods and approaches in their own and others' work and record what they think and feel about them. Suggest changes peers could make. Adapt their work according to their views and that of their peers and describe how they might develop it further. Annotate work in sketchbook.
Drawing	Making representational drawings/paintings. Expression through a range of materials and tools.	Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Be able to name them and some of their properties. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour (tints and shades). To understand the meaning of the words line, shape, colour, texture in an art context.	Begin to layer different media: pencils, crayons, and pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and work out ideas for finished pieces. Draw for a sustained period of time. Experiment with the visual elements: line, shape, pattern and colour in Aboriginal art, Chinese dragons and sculptures from natural objects.	Experiment with different grades of pencil and other implements: charcoal/sticks to paint/draw with; pens and pencil crayons; chalk and oil pastels. Plan, refine and alter their drawings based on their experimentations. Use their sketchbook to collect and record visual information from different sources. Draw for a sustained period of time at their own level.	Make informed choices in drawing including paper choices: coloured paper/card. Alter and refine sketchbook drawings and describe changes using art vocabulary. Collect images and information independently in a sketchbook. Use research and local area to inspire drawings from memory and imagination. Explore relationships between line and tone, pattern and shape, line and texture: refer to use in	Use a variety of source material for their work and by sketching from life- use school surrounds. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas- use a range of media with clear annotations and adaptations of ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape in relation to their topics of Greek pottery,	Demonstrate a wide variety of ways to make different marks with a wide range of selected media-wax crayon and resist/ masking fluid and watercolour; dry and wet media using chalk, pencils, charcoal and different papers types. Identify artists who have worked in a similar way to their own work; batik designs; Henry Moore: architects. Develop ideas using different or mixed media (crayons- wax/oil, water colour, masking fluid), using a sketchbook. Annotate and adapt ideas. Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape;

			Draw from nature.	Use different media to achieve variations in line, texture, tone, colour, shape and pattern and understand what each of these is in an art context. Relate these to their topics (cave paintings and Egyptian art).	Mayan art, Roman mosaic work and paintings by Rousseau. Understand background, mid-ground and foreground- apply to work.	Binca/Embroidery and watercolours.	inspiration from artists/themes/cultures studied. Explore the idea of resist (wax). Show a clear understanding of the key elements of line, tone, pattern, texture, form, space, colour and shape.
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Painting	Brush technique. Colour mixing. Light and Dark (using wax resist).	Use and look after a paint brush appropriately. Mix and match colours to artefacts and objects. Work on different scales. What are the primary colours? Mix secondary colours with support. To use poster paints.	Mix a range of secondary colours independently. Mix shades and tints. Experiment with tools and techniques: layering, mixing media, scraping through. Work on a range of scales. Mix and match colours to match their nature studies. Use and show an understanding of line/tone/pattern in Aboriginal art. Chinese dragons and sculptures from natural objects. Earth colours.	Choose appropriate colours based on their understanding of prehistoric art/Egyptian art. Apply colours in a method used by prehistoric man (sticks). Mix a variety of colours and know how to make tertiary colours. Use a developed colour vocabulary. Experiment with different effects and textures: blocking in colour, washes, thickened paint. Work confidently on a range of scales e.g. thin brush on small picture.	Make and match colours with increasing accuracy. Use and understand more specific colour language: tint, tone, shade, hue. Choose paints and other implements appropriately: felt pens for wash/blend, inks, poster/water colours, colour pencils. Plan and create different effects and textures with paint and other media according to what they need for the task. Show increasing independence and creativity with the painting process. Blend colours in a range of media. Understand foreground, mid ground and background in composition.	Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources include outdoor sketches/photographs. Understand abstraction in paint and colour choices. Work on water colour paper. Use foreground, mid ground and background in composition.	Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, including those researched independently and photographed with group. Show an awareness of how paintings are created (composition). Be able to identify different medium use in a range of famous paintings-discuss light and dark (chiaroscuro). Explore the use of fabric paints and crayons. Resist painting using masking fluid.

<p>Printing</p>	<p>Using fruit to print from. Explore repeating in print.</p>	<p>Make marks in print with a variety of objects, including natural and man-made objects. Carry out different printing techniques e.g. monoprint, block (Styrofoam), relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment. Use acrylic paint to print.</p>	<p>Talk about the processes used to produce a simple print. Design patterns of increasing complexity and use repetition. Print using repetition of dots and colour. Use potatoes to carve into for repeating patterns. Use a variety of techniques: rubbings/polystyrene tiles/potato prints. Print using a variety of materials and objects.</p>		<p>Use printing techniques already explored in KS1-layer prints, expand by using 2 colours. Research, create and refine a print using a variety of techniques: Resist printing (stencilling); Block printing with 2 colours; Collographs. Select the kinds of material to print with or onto, in order to get the effect they want.</p>		<p>Describe varied techniques- block/stencil/relief/mono Be familiar with layering prints. Be confident with printing on paper and fabric-including use of wax resist. Choose the printing method appropriate to task. Alter and modify work. Work independently Silkscreen for HA?</p>
<p>Textiles/collage</p>	<p>Understands that different media can be combined to create new effects.</p>	<p>Explore different materials and how they can be joined together. Paper weaving. Tissue paper collage. Create images from imagination, experience or observation.</p>	<p>Create collages from a variety of media (prints, rubbings and drawings). Natural objects as collage. Explore different materials and how they can be joined together, including joining natural objects.</p>	<p>Make a simple papier-mâché page by weaving and overlaying paper (papyrus).</p>	<p>Combine skills. Choose collage or textiles as a means of extending work already achieved. (Rosseau work-creating a picture through soft material).</p>	<p>Extend their work within a specified technique- using prints to create a collage/ Binca/embroidery. Use a range of media to create collage-including prints. Join fabrics in different ways, including different stitching. Use different grades and uses of threads and needles.</p>	<p>Awareness of the potential of the uses of material in design (scarves/t-shirts). Use different techniques, colours and textures when designing and making pieces of work. To be expressive and analytical with their work; to adapt, extend and justify their choices.</p>
<p>3 D form</p>	<p>Explore colour, texture, shape and space in 2 and 3 dimensions. Construction and malleable activities.</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently. Weaving to join natural materials. Binding materials together.</p>	<p>Manipulate clay for a variety of purposes: simple coil pots. Join clay adequately and work reasonably independently. Construct a canopic pot: pinch method. (2022 - trialled papier mache Canopic jars) Add detail into clay by modelling/engraving.</p>		<p>Describe the different qualities involved in modelling, sculpture and construction. Use clay to create sculpture/pot -coil or pinch pot. Plan, design and adapt a 3D form through drawing and other preparatory work- can make a prototype (model in plasticine). Knows what slip is and how to use it.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence. Share works of Moore- create sculpture as home project. Use mod-roc to model.</p>

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Breadth of study	•	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Investigate different kinds of art, craft and design.</p> <p>Recognise the names and some facts about Warhol, famous portraits, Monet and Thornhill.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Understand and explain the origins of their theme.</p> <p>Investigate different kinds of art, craft and design (Chinese Dragons, Aboriginal Art, Andy Goldsworthy).</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT for research.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions: Prehistoric Art; Egyptian Art; Illustration work for a book-Olivia Lomenech Gill.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT to research.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions: Romans, Mayans, Rousseau.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT to research and take photographs.</p> <p>Investigate art, craft and design in the locality and in a variety of genres, styles and traditions: Greek pots; Binca and tapestry work (Bayeux Tapestry/ Viking shields); Turner and Constable-link to their time in the South East.</p> <p>Termly home project work for children with Art based choice.</p>	<p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions (architecture project) and on different scales.</p> <p>Use ICT.</p> <p>Investigate art, craft and design in the locality (visit Moore's home?) and in a variety of genres, styles and traditions: Architects and architecture. Batik linked to India and Nepal).</p> <p>Termly home project work for children with Art based choice.</p>