

Mount Charles School
Art and Design- Progression of Skills

| | | | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Essential steps- Art and Design process | <p>INSPIRE Aims: Pupils should know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> | <p>National Curriculum Strand</p> | <p>Comment on images of familiar situations in the past.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary through the day.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> | <p>KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | | <p>KS2 children should be taught about the great artists, architects and designers in history.</p> | | | |
| | <p>Skills</p> | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary</p> <p>Express their ideas and feelings about their experiences using full sentences, including use</p> | <p>Describe and explore the work of a significant artist.</p> <p>Identify similarities and differences between two or more pieces of art.</p> | <p>Explain why a painting, piece of artwork, body of work or artist is important.</p> <p>Describe similarities and differences between artwork on a common theme.</p> | <p>Work in the style of a significant artist, architect, culture or designer.</p> <p>Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.</p> | <p>Explain the significance of art, architecture or design from history and create work inspired by it.</p> <p>Compare and contrast artwork from different times and cultures.</p> | <p>Investigate and develop artwork using the characteristics of an artistic movement.</p> <p>Describe and discuss how different artists and cultures have used a range of visual elements in their work.</p> | <p>Explain the significance of different artworks from a range of times and cultures and use elements of these to create their own artworks.</p> <p>Compare and contrast artists' use of perspective, abstraction, figurative and conceptual art.</p> | |

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| | | | <p>of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> | | | | | | |
| | <p>Develop Aims: Pupils should become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> | <p>National Curriculum Strand</p> | <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> | <p>KS1 pupils should be taught to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>KS2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> | | | | |
| | | <p>Skills</p> | <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> | <p>Represent the human face, using drawing, painting or sculpture, from observation,</p> | <p>Represent the human form, including face and features, from observation,</p> | <p>Draw, paint or sculpt a human figure in a variety of poses, using a range of materials,</p> | <p>Explore and develop three-dimensional art that uses the human form, using ideas from</p> | <p>Explore and create expression in portraiture.</p> | <p>Use distortion, abstraction and exaggeration to create interesting effects in</p> |

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| Skills- The 5 areas of Art and Design | | <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Use a range of small tools, including scissors and paint brushes</p> <p>Begin to show accuracy and care when drawing.</p> | <p>imagination or memory with some attention to facial features.</p> <p>Make transient art and pattern work using a range or combination of man-made and natural materials.</p> <p>Draw or paint a place from memory, imagination or observation.</p> | <p>imagination or memory.</p> <p>Draw, paint and sculpt natural forms from observation, imagination and memory.</p> <p>Draw or paint features of landscape from memory, imagination or observation, with some attention to detail.</p> | <p>such as pencil, charcoal, paint and clay.</p> <p>Use nature and natural forms as a starting point for artwork.</p> <p>Draw, collage, paint or photograph an urban landscape.</p> | <p>contemporary or historical starting points.</p> <p>Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins.</p> <p>Choose an interesting or unusual perspective or viewpoint for a landscape.</p> | <p>Record and edit natural forms, animals and landscapes with clarity, using digital photography and graphics software.</p> <p>Use a range of materials to create imaginative and fantasy landscapes.</p> | <p>portraiture or figure drawing.</p> <p>Create art inspired by or giving an environmental message.</p> <p>Draw or paint detailed landscapes that include perspective.</p> |
| | Drawing- pencil, pen, ink and charcoal | | <p>Communicate their ideas simply before creating artwork.</p> <p>Use soft and hard pencils to create different types of line and shape.</p> | <p>Make simple sketches to explore and develop ideas.</p> <p>Use the properties of pencil, ink and charcoal to create different patterns, textures and lines, and explore shape, form and space.</p> | <p>Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.</p> <p>Add tone to a drawing by using linear and cross-hatching, scumbling and stippling.</p> | <p>Create a series of sketches over time to develop ideas on a theme or mastery of a technique.</p> <p>Use the properties of pen, ink and charcoal to create a range of effects in drawing.</p> | <p>Review and revisit ideas and sketches to improve and develop ideas.</p> <p>Use pen and ink (ink wash) to add perspective, light and shade to a composition or model.</p> | <p>Gather, record and develop information from a range of sources to create a mood board or montage to inform their thinking about a piece of art.</p> <p>Use line, tone or shape to draw observational detail or perspective.</p> |
| | Paint | | <p>Identify and use paints in the primary colours.</p> | <p>Identify and mix secondary colours.</p> | <p>Identify, mix and use contrasting coloured paints.</p> | <p>Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting.</p> | <p>Mix and use tints and shades of colours using a range of different materials, including paint.</p> | <p>Use colour palettes and characteristics of an artistic movement or artist in artwork.</p> |
| | Printing | | <p>Make simple prints and patterns using a range of liquids including ink and paint.</p> | <p>Use the properties of various materials, such as clay or polystyrene, to develop a block print.</p> | <p>Make a two-colour print.</p> | <p>Combine a variety of printmaking techniques and materials to create a print on a theme.</p> | <p>Add text or printed materials to a photographic background.</p> | <p>Use the work of a significant printmaker to influence artwork.</p> |

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| | | Paper and fabric | | Use textural materials, including paper and fabric, to create a simple collage. | Create a range of textures using the properties of different types of paper. | Weave natural or man-made materials on cardboard looms, making woven pictures or patterns. | Use a range of stitches to add detail and texture to fabric or mixed-media collages. | Make and use paper to explore traditional crafting techniques. | Combine the qualities of different materials including paper, fabric and print techniques to create textural effects. |
| | | Malleable materials | | Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. | Press objects into a malleable material to make textures, patterns and imprints. | Create a 3-D form using malleable or rigid materials, or a combination of materials. | Use clay to create a detailed or experimental 3-D form. | Create a relief form using a range of tools, techniques and materials. | Create a 3-D form using malleable materials in the style of a significant artist, architect or designer. |
| | Create Aims: Pupils produce creative work, exploring their ideas and recording their experiences. | National Curriculum Strand | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Create collaboratively, sharing ideas, resources and skills. | KS1 pupils should be taught to use a range of materials creatively to design and make products | KS2 pupils should be taught to create sketch books to record their observations and use them to review and revisit ideas | | | | |
| | Skills | Use a range of small tools, including scissors and paint brushes Begin to show accuracy and care when drawing. Share their creations, explaining the process they have used | Design and make art to express ideas. | Select the best materials and techniques to develop an idea. | Use and combine a range of visual elements in artwork. | Develop techniques through experimentation to create different types of art. | Produce creative work on a theme, developing ideas through a range of preliminary sketches or models. | Create innovative art that has personal, historic or conceptual meaning. | |
| | Evaluate Aims: Pupils should be taught to evaluate and analyse creative works using the language of art, craft and design. | National Curriculum Strand | Articulate their ideas and thoughts in well-formed sentences. Use new vocabulary in different contexts. Think about the perspectives of others. Show resilience and perseverance in the face of challenge. | KS1 and KS2 pupils should be taught to evaluate and analyse creative works using the language of art, craft and design. | | | | | |

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| | | Skills | <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>Say what they like about their own or others' work using simple artistic vocabulary.</p> | <p>Analyse and evaluate their own and others' work using artistic vocabulary.</p> | <p>Make suggestions for ways to adapt and improve a piece of artwork.</p> | <p>Give constructive feedback to others about ways to improve a piece of artwork.</p> | <p>Compare and comment on the ideas, methods and approaches in their own and others' work.</p> | <p>Adapt and refine artwork in light of constructive feedback and reflection.</p> |
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