



## The Laurels Primary School – Progression of Skills – Art and Design

	EYFS	Year 1	Year 2	End of KS expectations	Year 3	Year 4	Year 5	Year 6	End of KS expectations
<b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)		<ul style="list-style-type: none"> <li>* Explore the use of line, shape and colour</li> <li>* Use a variety of tools, including pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with the visual elements of line, shape, pattern and colour</li> <li>* Work out ideas for drawings in a sketchbook</li> <li>* Draw for a sustained period of time using real objects, including single and grouped objects</li> <li>* Layer different media e.g. crayons, pastels, felt tips, charcoal and ballpoint</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with different grades of pencil and other implements</li> <li>* Use their sketchbook to observe, collect and record visual information from different sources</li> <li>* Use different media to achieve variations in line, texture, tone, colour, shape and pattern</li> <li>* Draw independently for a sustained period of time</li> </ul>	<ul style="list-style-type: none"> <li>* Explore relationships between line and tone, pattern and shape, line and texture and make informed choices in drawing, including use of paper and media</li> <li>* Use research to inspire drawings from memory and imagination</li> <li>* Alter and refine drawings and describe changes, based on close observation, using appropriate vocabulary</li> <li>* Make informed choices in drawing including use of paper and media</li> <li>* Collect images and information independently in a sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>* Research and use a variety of source material for their work</li> <li>* Explore the potential properties of the visual elements of line, tone, pattern, texture, colour and shape</li> <li>* Work in a sustained and independent way from observation, experience and imagination</li> <li>* Use a sketchbook to develop ideas</li> </ul>	<ul style="list-style-type: none"> <li>* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</li> <li>* Identify artists who have worked in a similar way to their own work</li> <li>* Demonstrate a wide variety of ways to make different marks with dry and wet media</li> <li>* Develop ideas using different or mixed media, using a sketchbook</li> <li>* Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</li> </ul>	Pupils should be taught: <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Colour &amp; Pattern</b> (painting, ink, dye, textiles, pencils, crayon, pastels)		<ul style="list-style-type: none"> <li>* Explore a variety of tools and techniques including the use of different brush sizes and types</li> <li>* Use different brush sizes and types</li> <li>* Recognise pattern in the environment</li> <li>* Build a repeating pattern</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with a variety of tools and techniques, including mixing a range of secondary colours, shades and tones</li> <li>* Work on a range of scales e.g. large brush on large paper etc.</li> <li>* Design patterns of increasing complexity and repetition.</li> </ul>	<ul style="list-style-type: none"> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with different effects and textures e.g. blocking in colour, colour washes, thickened paint etc.</li> <li>* Work confidently on a range of scales e.g. thin brush on small picture etc.</li> <li>* Mix a variety of colours and know which primary colours make secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>* Show increasing independence and creativity with the painting process, demonstrating a willingness to experiment and take risks</li> <li>* Make and match colours with increasing accuracy</li> <li>* Use more specific colour language e.g. tint, tone, shade, hue.</li> <li>* Plan and create different effects and textures with paint</li> </ul>	<ul style="list-style-type: none"> <li>* Work on preliminary studies to test media and materials Investigate, explore and record information to generate imaginative ideas</li> <li>* Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</li> <li>* Create imaginative work from a variety of sources</li> </ul>	<ul style="list-style-type: none"> <li>* Carry out preliminary studies, test media and materials and mix appropriate colours</li> <li>* Work from a variety of sources, including some researched independently</li> <li>* Choose appropriate paint, paper and implements to adapt and extend their work</li> <li>* Create shades and tints using black and white. Work from a variety of sources, including some researched independently</li> <li>* Show an awareness of how paintings are created</li> </ul>	<ul style="list-style-type: none"> <li>- to create sketch books to record their observations and use them to review and revisit ideas</li> <li>- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>- about great artists, architects and designers in history</li> </ul>
<b>Texture</b> (textiles, clay, sand, plaster, stone)		<ul style="list-style-type: none"> <li>* Investigate using a wide variety of media, including card, fabric, plastic, tissue, magazines, crepe paper etc.</li> <li>* Use a variety of techniques e.g. weaving, fabric crayons, sewing</li> </ul>	<ul style="list-style-type: none"> <li>* Explore texture using a variety of media</li> <li>* Use a variety of techniques e.g. tie-dyeing, wax or oil resist, mosaic</li> </ul>		<ul style="list-style-type: none"> <li>* Experiment with a range of media e.g. overlapping, layering etc.</li> <li>* Use a variety of techniques e.g. quilting, weaving, embroidery, appliqué and develop skills in stitching, cutting and joining</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with paste resist</li> <li>* Match the correct tool to the material</li> <li>* Choose collage or textiles as a means of extending work already achieved.</li> </ul>	<ul style="list-style-type: none"> <li>* Join fabrics in different ways, including stitching</li> <li>* Use a range of media to create collage</li> </ul>	<ul style="list-style-type: none"> <li>* Show awareness of the potential of the uses of materials</li> <li>* Use different techniques, colours and textures when designing and making pieces of work</li> </ul>	
<b>Form</b> (3D work, clay, dough, boxes, wire, paper, sculpture)		<ul style="list-style-type: none"> <li>* Explore sculpture with a range of malleable media e.g. clay</li> <li>* Manipulate clay in a variety of ways e.g. rolling, kneading and shaping</li> </ul>	<ul style="list-style-type: none"> <li>* Experiment with, construct and join recycled, natural and man-made materials more confidently</li> <li>* Manipulate clay for a variety of purposes e.g. thumb pots, simple coil pots and models</li> </ul>		<ul style="list-style-type: none"> <li>* Research, plan, design and make models</li> <li>* Work with a degree of independence</li> <li>* Construct a simple clay base for extending and modelling other shapes</li> <li>* Make a simple papier mache object</li> </ul>	<ul style="list-style-type: none"> <li>* Through observation, talk about their own and others' work, understanding that it has been sculpted, modelled or constructed</li> <li>* Show an understanding of shape, space and form</li> <li>* Plan, design, make and adapt models using a variety of materials</li> <li>* Talk about their work, understanding that it has been sculpted, modelled or constructed</li> </ul>	<ul style="list-style-type: none"> <li>* Use recycled, natural and man-made materials to create sculpture</li> <li>* Plan a sculpture through drawing and other preparatory work</li> </ul>	<ul style="list-style-type: none"> <li>* Explore further the use of clay e.g. slabs, coils, slips, etc.</li> <li>* Create sculpture and constructions with increasing independence</li> </ul>	
<b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)		<ul style="list-style-type: none"> <li>* Make marks in print with a variety of objects, including natural and made objects</li> </ul>	<ul style="list-style-type: none"> <li>* Investigate and design patterns of increasing complexity and repetition</li> <li>* Use a variety of techniques e.g. fabric printing, rubbings</li> <li>* Print using a variety of materials, objects and techniques.</li> </ul>		<ul style="list-style-type: none"> <li>* Explore pattern and shape, creating designs for printing</li> <li>* Observe and discuss the processes used to produce a simple print</li> <li>* Print using a variety of materials, objects and techniques including layering.</li> </ul>	<ul style="list-style-type: none"> <li>* Research, create and refine a print using a variety of techniques</li> <li>* Explore resist printing including marbling and silkscreen</li> <li>* Select broadly the kinds of material to print with in order to achieve the desired effect</li> </ul>	<ul style="list-style-type: none"> <li>* Become familiar with new techniques e.g. the use of poly-blocks, relief, mono and resist printing</li> <li>* Choose the printing method appropriate to task</li> <li>* Build up layers and colours/textures</li> <li>* Organise their work in terms of pattern, repetition, symmetry or random printing styles</li> </ul>	<ul style="list-style-type: none"> <li>* Describe varied techniques</li> <li>* Show confidence in printing on paper and fabric</li> </ul>	
<b>Ideas</b> (generating, responding, changing, observing, exploring, compare, investigate)		<ul style="list-style-type: none"> <li>* Respond to ideas</li> <li>* Make changes to their own work</li> </ul>	<ul style="list-style-type: none"> <li>* Explore ideas</li> <li>* Observe and comment on differences in their own and others' work</li> <li>* Observe the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and</li> </ul>		<ul style="list-style-type: none"> <li>* Find out about artists, architects and designers</li> <li>* Plan, refine and alter their work as necessary</li> <li>* Design and create images and artefacts in response to their personal ideas</li> </ul>	<ul style="list-style-type: none"> <li>* Find out about artists, architects and designers</li> <li>* Design and create images and artefacts for clearly defined purposes</li> </ul>	<ul style="list-style-type: none"> <li>* Compare and comment on ideas, methods and approaches used in their own and others' work, beginning to relate these to intention, in order to adapt and improve outcomes</li> <li>* Design and create images and artefacts in response to personal ideas and for clearly defined purposes by selecting and</li> </ul>	<ul style="list-style-type: none"> <li>* Investigate, explore and record information about famous artists showing appreciation of aesthetic qualities</li> <li>* Analyse and comment on ideas and methods</li> </ul>	

and artist studies)			disciplines, and making links to their own work				developing techniques and using a range of materials		
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