

Grimsargh St Michael's CE Primary School
Progression of Skills
Art & Design

This progression of skills document details how each key skill develops sequentially in Art throughout school.

Areas of study	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Begin to use a variety of drawing tools</p> <p>Use drawings to tell a story</p> <p>Investigate different lines</p> <p>Explore different textures.</p> <p>Encourage accurate drawings of people.</p>	<p>Extend the variety of drawing tools</p> <p>Explore different textures</p> <p>Observe and draw landscapes</p> <p>Observe patterns</p> <p>Observe anatomy (faces, limbs)</p>	<p>Experiment with tools and surfaces</p> <p>Draw a way of recording experiences and feelings</p> <p>Discuss use of shadows, dark and light</p> <p>Sketch to make quick records.</p>	<p>Experiment with the potential of various pencils</p> <p>Close observation</p> <p>Draw both positive and negative shapes</p> <p>Initial sketches as a preparation for painting</p> <p>Accurate drawing of people –</p>	<p>Identify and draw the effect of light.</p> <p>Scale and proportion</p> <p>Accurate drawings of whole people including proportion and placement</p> <p>Work on a variety of scales</p>	<p>Understand the effect of light on objects and people from different directions</p> <p>Interpret the texture of a surface</p> <p>Produce increasingly accurate drawings of people</p> <p>Develop an understanding of the concept of perspective</p>	

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				particularly faces.	Computer generated drawings.		
Colour	<p>Experiment with and use primary colours</p> <p>Naming colours</p> <p>Mixing colours</p> <p>Learn the names of different tools that bring colour</p> <p>Use a range of tools to make coloured marks on paper</p>	<p>Name all the colours</p> <p>Mixing colours</p> <p>Find collections of colours</p> <p>Apply colour with a range of tools.</p>	<p>Begin to describe colours by objects</p> <p>Make as many tones of one colour as possible.</p> <p>Darken colours without using black</p> <p>Use colour on a large scale.</p>	<p>Colour mix and make colour wheels</p> <p>Use different types of brush</p> <p>Apply colour using dotting, scratching and splashing.</p>	<p>Colour mixing and matching using tint, tone and shade</p> <p>Observe colours</p> <p>Choose and use suitable equipment for the task</p> <p>Use colour to reflect mood</p>	<p>Use hue, tint, tone, shade and mood</p> <p>Explore the use of texture in colour</p> <p>Use colour for purposes</p> <p>Use colour to express feelings.</p>	
Texture	Handle, manipulate and	Weave Collage	Overlap and overlay to create effects	Use smaller eyed needles	Use a wider variety of stitches	Use stories, music and	Develop experience in embellishing

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	<p>enjoy using materials.</p>	<p>Sort according to specific qualities</p> <p>Investigate how textiles create things.</p>	<p>Use large-eyed needles – running stitch</p> <p>Simple applique work</p> <p>Start to explore other simple stitches</p> <p>Collage</p>	<p>and finer threads</p> <p>Tie-dyeing and batik.</p>	<p>Observe and design of textural art</p> <p>Experiment with creating mood, feeling and movement</p> <p>Compare different fabrics</p>	<p>poems as stimuli</p> <p>Select and use materials</p> <p>Embellish work</p> <p>Make fabrics</p> <p>Investigate artists using textiles</p>	<p>Apply knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale.</p>
Form/ Sculpture	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Construct, build and destroy</p> <p>Shape and model</p>	<p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using a modelling media</p>	<p>Have an awareness of natural and man-made forms</p> <p>Express personal experiences and ideas</p>	<p>Plan and develop</p> <p>Develop understanding of different adhesives and methods of construction</p> <p>Understand aesthetics</p>	<p>Further plan and develop</p> <p>Experience surface pattern/texture</p> <p>Discuss own work and work of other sculptors</p>	<p>Plan and develop own ideas using a range of stimuli – observation or imagination</p> <p>Shape, form, model and join</p> <p>Use properties of media</p> <p>Discuss and evaluate own work and that of other sculptors.</p>	

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		Make simple joins.	Shape and form from direct observation (malleable and rigid materials) Use decorative techniques Replicate patterns and textures in a 3-D form Investigate work of other sculptors.		Analyse and interpret natural and manmade forms of construction		
Printing	Create rubbings Print with a variety of objects Print with block colours	Create patterns Develop impressed images Relief printing	Print with a growing range of objects Identify the different forms printing takes	Use relief and impressed printing Record textures/patterns Monoprint	Use sketchbook for recording textures/patterns Interpret environmental and manmade patterns Modify and adapt print	Combine prints Design prints Make connections Discuss and evaluate own	Build up drawings and images of whole or parts of items using various techniques Screen printing

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				Colour mix through overlapping colour prints.		work and that of others	Explore printing techniques used by various artists
Pattern	Repeating patterns Irregular painting patterns Simple symmetry.	Develop awareness and discussion of repeating patterns. Investigate symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns Use natural and manmade patterns Discuss regular and irregular patterns	Investigate pattern in the environment Design patterns Use ICT Make patterns on a range of surfaces. Create symmetrical patterns	Explore environmental and manmade patterns Create tessellating patterns	Create own abstract pattern to reflect personal experiences and expression Create patterns for a range of purposes.	