



Temple Herdewkye Primary School - Art and Design Progression of Skills and Knowledge

	30-50 months	40-60 months	ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<p>Being Imaginative</p> <p>To develop a preference for forms of expression To notice what adults do, imitating what is observed and then doing it spontaneously, when the adult is not there To capture experiences and responses with a range of media, such as paint</p>	<p>Being Imaginative</p> <p>To create simple representations of events, people and objects To choose colours to use for a purpose</p>	<p>Being Imaginative</p> <p>To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas thoughts and feelings through design art.</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 develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</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. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</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.</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.</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. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</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. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and developing work (ONGOING)		To adapt work where necessary		Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook 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. E.g. Annotate sketchbook 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.	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.	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.	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.
Drawing	<p>To explore colour and how colours can be changed.</p> <p>To understand that they can use lines to enclose a space and then begin to use</p>	<p>To explore what happens when they mix colours To experiment when they create different textures To understand that different media can be</p>	To safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function.	Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.	Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Understand the basic use of a sketchbook and	Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary.	Make informed choices in drawing including paper and media. Alter and refine drawings and describe changes using art vocabulary.	Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas.	Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work.

	<p>these shapes to represent objects</p> <p>To begin to be interested in and describe the texture of things</p>	<p>combined to create new effects</p> <p>To manipulate materials to achieve a planned effect</p>		<p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape, and colour</p>	<p>work out ideas for drawings.</p> <p>Draw for a sustained period from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern, and colour.</p>	<p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape, and pattern.</p>	<p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line, and texture.</p>	<p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour, and shape.</p>	<p>Develop ideas using different or mixed media, using a sketchbook.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour, and shape.</p>
Painting				<p>Use a variety of tools and techniques including different brush sizes and types</p> <p>Mix and match colours to artefacts and objects</p> <p>Work on different scales</p> <p>Mix secondary colours and shades</p> <p>Using different types of paint</p> <p>Create different textures eg using sawdust</p>	<p>Mix a range of secondary colours, shades and tones</p> <p>Experiment with tools and techniques, layering, mixing media, scraping etc</p> <p>Name different types of paint and their properties</p> <p>Work on a range of scales</p> <p>Mix and match colours using artefacts and objects</p>	<p>Mix a variety of colours and know which primary colours make secondary colours</p> <p>Use a developed colour vocab</p> <p>Experiment with different effects and textures inc, Blocking in colour, washes, thickened paint</p> <p>Work confidently on a range of scales</p>	<p>Make and match colours with increasing accuracy</p> <p>Use more specific colour language eg Tint, tone, shade, hue</p> <p>Chose paints and implements appropriately</p> <p>Plan and create different effects and textures with paint</p> <p>Show increasing independence and creativity with the painting process</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours</p> <p>Work on preliminary studies to text media and materials</p> <p>Create imaginative work from a variety of sources</p>	<p>Create shades and tints using black and white</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours</p> <p>Work from a variety of sources, inc those researched independently</p> <p>Show awareness of ho paintings are created (composition)</p>
Printing				<p>Make marks in print with a variety of objects</p> <p>Carry out different printing techniques</p> <p>Make rubbings</p> <p>Build a repeating pattern and recognise pattern in the environment</p>	<p>Use a variety of techniques, inc carbon printing, relief, press and fabric printing and rubbings.</p> <p>Design Patterns of increasing complexity and repetition</p> <p>Print using a variety of materials, objects and techniques.</p>	<p>Print using a variety of materials, objects and techniques including layering</p> <p>Talk about the processes used to produce a simple print</p> <p>Explore pattern and shades, creating designs for printing</p>	<p>Research, create and refine a print using a variety of techniques</p> <p>Select broadly the kinds of material to print within order to get the effect they want</p> <p>Resist printing including marbling, silkscreen and coldwater paste</p>	<p>Explain a few techniques, inc the use of poly-blocks, relief, mono and resist printing</p> <p>Choose the printing method appropriate to the task</p> <p>Build up layers, colours and textures</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles</p> <p>Choose inks and overlay colours</p>	<p>Describe varied techniques</p> <p>Be familiar with layering prints</p> <p>Be confident with printing on paper and fabric</p> <p>Alter and modify work</p> <p>Work relatively independently</p>

Textiles/collage				<p>Use a variety of techniques, eg weaving, finger knitting, fabric crayons, sewing and binca</p> <p>How to thread a needle, cut , glue and trim material</p> <p>Create images from imagination, experience or observation</p> <p>Use a wide variety of media, inc, photocopied material, fabric, plastic, tissue, magazines, crepe paper etc</p>	<p>Use a variety of techniques, eg weaving, finger knitting, fabric crayons and wax or oil resist, applique and embroidery</p> <p>Create textured collages from a variety of media</p> <p>Make a simple mosaic</p> <p>Stich, knot and use other manipulative skills</p>	<p>Use a variety of techniques eg; printing, dying, quilting, weaving, embroidery, paper and plastic trappings and applique</p> <p>Name the tools and materials they have used</p> <p>Develop skills in stitching, cutting and joining</p> <p>Experiment with a range of media eg overlapping, layering etc</p>	<p>Match the tool to the material</p> <p>Combine skills more readily</p> <p>Choose collage or textiles as a means of extending work already achieved</p> <p>Refine and alter ideas and explain choices using an art vocab</p> <p>Collect visual information from a variety of sources, describing with vocab based on the visual and tactile elements</p> <p>Experiments with paste resist</p>	<p>Join fabrics in different ways including stitching</p> <p>Use different grades and sizes of threads and needles.</p> <p>Extend their work within a specified technique</p> <p>Use a range of media to create collage</p> <p>Experiment with using batik safely</p>	<p>Awareness of the potential of the uses of material</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>
3 D Form				<p>Manipulate clay in a variety of ways eg, rolling, kneading and shaping</p> <p>Explore sculpture with a malleable media especially clay</p> <p>Experiment with, construct and join recycled, natural and man made materials</p> <p>Explore shape and form</p>	<p>Manipulate clay for a variety of purposes, inc thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with construct and join recycled natural and man made materials more confidently</p>	<p>Join Clay adequately and work reasonably independently</p> <p>Construct a simple clay base for extending and modelling other shapes</p> <p>Cut and join wood safely and effectively</p> <p>Make a simple papier mache object</p> <p>Plan, design and make models</p>	<p>Make informed choices about the 3D technique chosen</p> <p>Show an understanding of shape, space and form</p> <p>Plan, design, make and adapt models</p> <p>Talk about their work, understanding that it has been sculpted, modelled or constructed.</p> <p>Use a variety of materials</p>	<p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Use recycled, natural and man made to create sculpture</p> <p>Plan a sculpture through drawing and other preparatory work</p>	<p>Develop skills in using clay inc, slabs, coils, slips etc</p> <p>Make a mould and use plaster safely</p> <p>Create sculpture and constructions with increasing independence.</p>

Breadth of study				<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate different kinds of art, craft and design</p>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate different kinds of art, craft, and design</p>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft, and design in the locality and in a variety of genres, styles, and traditions</p>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft, and design in the locality and in a variety of genres, styles, and traditions</p>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft, and design in the locality and in a variety of genres, styles and traditions</p>	<p>Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales Use ICT Investigate art, craft, and design in the locality and in a variety of genres, styles and traditions</p>
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