



Believe Enjoy Succeed Together  
 "I can do everything through God who gives me strength"  
 Philippians 4:13

## Cronton C.E. Primary School Art & Design Progression of Skills

	Drawing	Painting	3D	Collage	Printing	Textiles	Exploring and Developing ideas Ongoing	Evaluating and Developing Ideas
<b>Foundation Stage</b>	<p>Enjoys making marks on in variety of contexts and environments</p> <p>Is spontaneously expressive using marks, lines and curves</p>	<p>Explores making marks in a variety of contexts and environments</p> <p>Uses a range of materials to spread paint in addition to brushes e.g. straws, matchsticks</p>	<p>Handles, feels and manipulates rigid and malleable materials</p> <p>Pulls apart and reconstructs basic shapes</p>	<p>Handles different materials</p> <p>Selects and sorts materials into given criteria/qualities e.g. warm/cold shiny/smooth</p> <p><b>Investigate the work of a famous artists from history – Nursery – Matisse, Reception – Arcimboldo And contemporary artist – Olivia Pilling</b></p>	<p>Random experimental printing with hands, feet or any found materials</p> <p>Uses one colour of paint or ink to create patterns: random or organised</p>	<p>Handles and manipulates materials such as threads, wool, raffa, grass</p> <p>Is aware of colour, texture and shape</p> <p>Uses simple threading cards and templates as preparation for sewing.</p>	<p>To have their own ideas for art work.</p> <p>Say what they think and feel about their own work.</p>	<p>To identify and use their favourite colour</p> <p>To identify things they like in their surroundings</p> <p>Say what they like about their own work</p>
<b>Across Year One and Year Two</b>	<p>Uses lines, shape and colour to represent objects seen,</p>	<p>Experiments and enjoys mixing colours -Work on different scales.</p>	<p>Becoming more aware of the form, feel, texture and pattern of</p>	<p>Engages in a range of more complex activities e.g. cutting and</p>	<p>Extends repeating patterns-overlapping two contrasting</p>	<p>Sorts, discusses and pulls apart cloths and threads</p>	<p>Review what they and others have done and say what they think</p>	<p>Say what they like about their own work, another child's work and the</p>

<p>remembered or imagined</p> <p>Use a variety of tools inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints</p> <p>Explores tone using different grades of pencil, pastel and chalk</p> <p>Uses lines, tones and shading to represent objects from experience or imagination</p> <p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Be introduced to language: Line, pattern, shape, shade, shading, tone, texture.</p>	<p>-Mix secondary colours and shades using different types of paint.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through</p> <p>Know the difference between ready mix and powder paint and their properties.</p> <p>Uses colour to express moods and feelings</p> <p>Mix and match colours using artefacts and objects.</p> <p><b>Explores how a contemporary artist portrays Townscapes – Maeve Wright.</b></p>	<p>objects</p> <p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Manipulate clay to make a tile.</p> <p>Experiment with, texture, line and shape on clay.</p> <p>Explore shape and form.</p> <p>Understand the safety and basic care of materials and tools.</p>	<p>threading with a range of materials.</p> <p>Use a wide variety of media inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper etc</p> <p>Has an idea of adhesives and decides which might be most effective for the task.</p> <p>Creates images independently using collage from imagination, experience and observation.</p> <p>Develops skills involving overlapping and overlaying.</p> <p>Create textured collages from a variety of media.</p>	<p>colours.</p> <p>Make marks with a variety of objects including natural and made objects.</p> <p>Carry out different printing techniques- monoprint, block, relief and</p> <p>Explores and recreates patterns and textures with an extended range of materials e.g sponges, leaves and fruit.</p> <p>Creates a range of prints</p> <p>Can identify prints in the environment</p> <p><b>Investigate the work of a famous print maker from history – The Great Wave Off Kanagawa – Hokusai</b></p>	<p>Use a variety of techniques e. g weaving and sewing and fabric crayons.</p> <p>Stitches and cuts threads and fibres. Is able to thread a needle, cut, glue and trim material. Can sew a line of running stitch.</p> <p>Simple weaving with strong wool through stiff card using two colours.</p>	<p>and feel about it e.g annotate sketchbook.</p> <p>Identify what they might change in their current work or develop in the future and annotate in their sketch book.</p> <p>Record and explore ideas from first hand observation, experience and imagination</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>Answer questions about the starting point for their work and the processes they</p>	<p>work of artists and crafts makers.</p> <p>Make a simple plan/design about how to create a piece of art work.</p> <p>Identifies how their own, peers and other artists' or crafts makers work makes them feel.</p> <p>Make comparisons between the work of famous artists and craft makers.</p> <p>Describe similarities and differences between different practises and disciplines.</p> <p>Annotate work in sketchbooks.</p> <p>Identify what they might</p>
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							have made.	change in their own work next time.
Be introduced to language: Colour, line, pattern, proportion, shape, shade, shading, tone, texture. Start to identify these in artwork and begin to explain what they are.								
	<b>Drawing</b>	<b>Painting</b>	<b>3D</b>	<b>Collage</b>	<b>Printing</b>	<b>Textiles</b>	<b>Exploring and Developing ideas Ongoing</b>	<b>Evaluating and Developing Ideas</b>
<b>Across Year Three and Year Four</b>	<p>To control the range of marks, lines, tones and shading when drawing and representing shape.</p> <p>Explores shading and tone using a range of media including light and dark.</p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their images as necessary.</p> <p>Use their</p>	<p>Mix a variety of colours with accuracy and know which primary colours make secondary colours.</p> <p>Use specific colour language such as tone and shade, complementary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes and thickened paint.</p> <p>Work confidently on a range of scales e.g. thin brush to add details.</p>	<p>Is able to create a 3D piece from a 2D stimulus with increasing independency.</p> <p>Join clay adequately and work mostly independently.</p> <p>Use the correct technique to make a thumb pot.</p> <p>Use slip to join additional features such as handles.</p> <p>Independently plan, design and make models with evidence in their scrapbooks</p>	<p>Experiments with creating mood, feeling and movement.</p> <p>Match the tool to the material</p> <p>Name the tools they have used</p> <p>Develop skills in cutting and joining.</p> <p>Experiment with a range of media when overlapping and layering</p> <p>Refine and alter ideas and explain choices using an artistic vocabulary</p>	<p>Explores images and recreates texture.</p> <p>Create collographs using string and other materials.</p> <p>Explores colour through printing using two colours and decide whether to use blending or contrasting colours.</p> <p>Uses printing to represent the natural environment.</p> <p>Refine and alter ideas and explain choices using an artistic vocabulary</p>	<p>Is able to discriminate between materials to create a specific texture.</p> <p>Develop skills in stitching: running stitch and over stitch.</p> <p>Use different techniques for tie dye correctly.</p> <p>Refine and alter ideas and explain choices using an artistic vocabulary</p>	<p>Ask their own questions about the starting point for their work and the processes they have made.</p> <p>Record from first-hand observation, experience and imagination</p> <p>Select and record from first-hand observation, experience and imagination and explore ideas for different purposes.</p> <p>Make thoughtful observations</p>	<p>Compare ideas in their own work and the work of others and say what they think and feel about them.</p> <p>Annotate work in their sketchbook</p> <p>Compare ideas, methods and approaches in their own work and the work of others and say what they think and feel about them.</p> <p>Suggest how to adapt their work and describe how they might</p>

	<p>sketchbook to collect and record visual information from different sources. Use different media to achieve variations in line, texture, tone, colour, shape and form.</p> <p>Draw familiar objects from a range of viewpoints.</p> <p>Alter and refine drawings and describe changes.</p> <p>Collect images and information independently in a sketchbook.</p>	<p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p><b>Learn about local contemporary artists and their work – Jessica Arrow-Smith Stanley</b></p> <p><b>Learn about the work of Pablo Picasso.</b></p>	<p>Shows awareness of texture, shape and form by recreating an image in 3D form.</p> <p>Talk about their work and show understanding of how it has been sculpted, modelled or constructed.</p>				<p>about starting points and select ideas to use in their work.</p> <p>Question and make thoughtful observations about the processes of famous artists and craftspeople.</p>	<p>develop it further</p>
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Know language: Colour, form, line, pattern, proportion, shape, shade, shading, tone, texture, wash.  
 Be more confident identifying these in artwork and explaining what they are.

	<b>Drawing</b>	<b>Painting</b>	<b>3D</b>	<b>Collage</b>	<b>Printing</b>	<b>Textiles</b>	<b>Exploring and Developing ideas</b>	<b>Evaluating and Developing</b>
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							Ongoing	Ideas
<b>Across Year Five and Year Six</b>	<p>Is confident in using a range of materials e.g. grades of pencil, ball point pens, graphite, and charcoal to create line, tone, hue, shade, pattern, texture, colour and shape.</p> <p>Uses a variety of source material in their work</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Independently selects appropriate media and techniques to create a specific outcome.</p> <p>Demonstrates</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p> <p>Creates shades and tints using black and white.</p> <p>Explores the effect of light and shadow on natural and manmade objects. Choose appropriate paint, paper and implements to adapt and extend their</p>	<p>Describe the different qualities involved with modelling, sculpture and construction.</p> <p>Use recycled and man-made materials in sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Looks at 3D work from a variety of genres and cultures to generate and develop own responses and opinions.</p> <p>Develop skills in using clay – making coil pots and using slip to join additional features.</p>	<p>Extend their work within a specific technique.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and printing as a form of expression.</p> <p>Use different techniques, colours and textures when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work and provide evidence in sketchbooks.</p>	<p>Explain a few techniques inc. the use of poly-blocks, relief, mono and resist printing.</p> <p>Build up layers and colours/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><b>Compares own image and pattern to that of a well-known artist or crafts person e.g. William Morris</b></p> <p>Demonstrate confidence when printing on paper and fabric.</p>	<p>Uses a range of plaiting, pinning, stitching and sewing techniques.</p> <p>Join fabrics in different ways including stitching: running, over and blanket stitch.</p> <p>Uses different grades of threads.</p> <p>Experiment with using batik safely.</p> <p>Develops and applies knowledge of embellishing techniques such as stitching and form of expression.</p> <p>To be expressive and analytical to adapt, extend and justify their</p>	<p>Explore the rolls and purposes of artists, craftspeople and designers working in different times and cultures and produce written critiques.</p> <p>Use the ideas of famous and local artists, crafts people and designers to influence their own work and justify choices.</p> <p>Revisit first hand observations and prior learning in relation to skills and processes learnt and use these to inform new projects and ideas with some support and then independently.</p>	<p>Create written critiques of the ideas, methods and approaches used by themselves and the work of well-known artists and crafts people.</p> <p>To explain why they have chosen a specific media, style or technique and evaluate the impact it has on the final outcome.</p> <p>To generate a written explanation of why they like specific features of an artist's work.</p> <p>To critically evaluate their own work and use the evaluations to impact positively on</p>

	<p>a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists that have worked in a similar way to their own work.</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 and to use related language appropriately.</p>	<p>work.</p> <p>Work from a variety of sources including those researched independently.</p> <p>Show an awareness of how paintings are created (composition)</p> <p><a href="#"><u>Learn about and investigate the work of L.S. Lowry.</u></a></p>	<p>Create sculptures and constructions with increasing independence.</p> <p>Use sketchbooks to review and revisit previous learning and use these ideas in new projects.</p>		<p>Designs prints for wallpaper, fabric and books etc.</p> <p>Alter and modify work and the processes used.</p> <p>Work relatively independently.</p>	<p>work and provide evidence in sketchbooks.</p>	<p>Provide reasoning for choices made.</p>	<p>generating a final outcome with support or independently.</p>
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Know and use language: Colour, background, foreground, mid ground, form, line, pattern, proportion, shape, shade, shading, tone, texture, wash.  
Identifying these in artwork and explaining what they are.