



# Ashby Hastings Primary School

*“Inspiring minds to foster confidence”*

## Skills Progression

### Art and Design

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>  <b>(pencil, charcoal, inks, chalk, pastels, ICT software)</b>	<p>Hold and use drawing tools such as pencils and crayons using them with some dexterity and control.</p> <p>Use drawings to tell a story</p> <p>Explore different textures</p> <p>Investigate different tines</p> <p>Encourage accurate drawings of people</p>	<p>Use Sketchbook to gather and collect ideas. Begin to explore the use of line shape and colour</p> <p>Extend the variety of tools</p> <p>Explore different textures</p> <p>Observe and draw objects and landscapes</p> <p>Observe anatomy- faces and limbs</p>	<p>Sketch to make quick records</p> <p>Experiment with tools and surfaces</p> <p>Discuss the use of shadows, use of light and dark</p> <p>Draw a way of recording experiences and feelings</p> <p>Complete more detailed observational drawings</p> <p>Observe anatomy- faces and limbs</p>	<p>Use sketch books to collect and record visual information from different sources</p> <p>Initial sketches a preparation to paint</p> <p>Experiment with the potential of different pencils- different grades</p> <p>Close observations</p> <p>Use View finders Select a view and visual clues to record an image in a frame</p> <p>Draw both positive and negative shapes</p> <p>Accurate drawings of people-particularly faces</p>	<p>Collect images and information independently in sketchbooks</p> <p>Identify and draw the effect of light</p> <p>Scale and proportion</p> <p>Use View finders Select a view and visual clues to record an image in a frame</p> <p>Work on a variety of scales</p> <p>Accurate drawing of whole people including proportion and placement</p>	<p>Use sketch books to develop ideas</p> <p>Effect of light on objects and people from different directions</p> <p>Explore texture and tone on natural and man made objects</p> <p>Compile and develop several studies as visual evidence for a purpose(View Finder)</p> <p>Concept of perspective</p> <p>Produce increasingly accurate drawings of people</p>	<p>Develop ideas using different or mixed media using a sketchbook</p> <p>Convey tonal qualities well and show good understanding of light and dark on forms</p> <p>Interpret a texture of a surface</p> <p>Compile and develop several studies as visual evidence for a purpose(View Finder)</p> <p>Concept of perspective</p> <p>Produce increasingly accurate drawings of people</p>

<p style="text-align: center;"><b>Colour( including Painting)</b></p> <p style="text-align: center;"><b>Ink, dye, textiles, crayon, pencils, painting</b></p>	<p>Recognise primary colours Explore colour mixing Hold paint brush correctly Experiment with different tools</p>	<p>Predict colour mixing results Recognise secondary and tertiary colours</p>	<p>Investigate light and dark, shades and tones (adding white and darken by not adding black)</p> <p>Understanding tools and their specific use.</p> <p>Use colour on a large scale</p>	<p>Colour wheels Colour mixing</p> <p>Introduce different types of brushes</p> <p>Techniques- apply colour using dotting, scratching, splashing</p> <p>Experiment with Texture-(Explore adding water, sand, glue, sawdust etc)</p>	<p>Colour mixing and matching; tint, tone, shade (warm and cold colours)</p> <p>Colour to reflect mood</p> <p>Suitable equipment for the task</p> <p>Use colour, tools and techniques to express emotions</p>	<p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour of purposes</p> <p>Gather observations to plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p>	<p>Hue, tint, tone, shades and mood</p> <p>Explore the use of texture in colour</p> <p>Colour of purposes</p> <p>Gather observations to plan and realise paintings, using thumbnail studies and paint techniques to represent action or interaction</p>
<p style="text-align: center;"><b>3D Form</b></p> <p style="text-align: center;"><b>(clay, dough, boxes, wire, paper sculptures, mod roc)</b></p>	<p>Handling, feeling, enjoying and manipulating materials</p> <p>Constructing</p> <p>Building and destroying</p> <p>Shape and model</p>	<p>Construct</p> <p>Use materials to make known objects for a purpose</p> <p>Carve</p> <p>Pinch and roll coils and slabs using modelling media (clay) Make simple joins</p> <p>Respond to sculptures and craft artists</p>	<p>Awareness of natural and man-made forms</p> <p>Expression of personal experiences and ideas</p> <p>Shape and form from direct observations (malleable and rigid materials)</p> <p>Replicate patterns and textures in 3d form</p> <p>Smoothing and joining clay</p> <p>Respond to sculptures and craft artists</p>	<p>Plan and develop</p> <p>Work with shape, form, to model and construct (malleable and rigid materials)</p> <p>Understanding of different adhesives and methods of construction</p> <p>Aesthetics</p> <p>Work with clay- build with clay using 2/3 building techniques and add some surface decoration</p>	<p>Plan and develop</p> <p>Experience surface patterns/textures</p> <p>Papier mache/Modroc</p> <p>Discuss own and work of other sculptors</p> <p>Analyse and interpret natural and manmade forms of construction</p> <p>Scale up a design- work as a group to create human scale structure of form</p>	<p>Plan and develop ideas</p> <p>Focus on shape, form, model pattern, texture, and colour to create</p> <p>Imaginative use of techniques and tools and materials</p> <p>Understanding of properties of media when constructing</p> <p>Discuss and evaluate own and work of other sculptors</p>	<p>Plan and develop ideas</p> <p>Focus on shape, form, model pattern, texture, and colour to create</p> <p>Imaginative use of techniques and tools and materials</p> <p>Understanding of properties of media when constructing</p> <p>Discuss and evaluate own and work of other sculptors</p>

<p style="text-align: center;"><b>Printing</b> (found materials, fruit/veg, wood, leaves blocks, press print, lino, string)</p>	<p>Rubbings</p> <p>Print with a variety of objects including hands and feet</p> <p>Print with block colours</p>	<p>Rubbings from texture</p> <p>Create patterns</p> <p>Develop impressed images</p> <p>Relief printing</p>	<p>Print with a growing range of objects</p> <p>Identify the different forms printing takes</p> <p>Monoprint by marking onto inked block, controlling line and tone using tools and pressure</p>	<p>Relief and impressed printing</p> <p>Recording Textures/patterns (string, corrugated card, press print)</p> <p>Mono printing on variety of paper- exploring lines, marks and tones</p> <p>Cut simple stencil and use for printing shapes</p>	<p>Record textures and patterns in sketch books</p> <p>Interpret environment and manmade patterns- (press printing/ String printing)</p> <p>Explore colour mixing (two coloured inks, a roller and stencil or press print)</p> <p>Complex patterns made up of two or more motifs and print a tiled version</p> <p>Modify and adapt print</p>	<p>Make connections Between own work and patterns in their environment (curtains, wallpaper)</p> <p>Design prints- for fabrics, book cover, wallpaper or wrapping paper</p> <p>Combining prints</p> <p>Recreate images through relief printing using card and mark making tools to control line, shape and texture</p>	<p>Recreate a scene and detailed remembered, observed or imagined through collage relief Collagraph printing</p> <p>Screen printing</p> <p>Explore printing techniques of various artists</p>
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<p style="text-align: center;"><b>Texture/Collage /Textiles(link to DT)</b>  <b>Textiles, clay, sand, plaster, paper</b></p>	<p>Handling, manipulating and enjoying using materials</p> <p>Sensory experiences</p> <p>Simple collage-cutting, tearing (scissor skills)</p> <p>Simple weaving</p>	<p><b>Weaving</b></p> <p>Select with thought different materials considering content, shape, surface and texture.</p> <p>Select, sort and modify by cutting, tearing with care before adding other marks and colour</p>	<p>Use large eyed needles- running stitch</p> <p>Simple applique work</p> <p>Sort materials according to specific qualities e.g. warm, cold, shiny, smooth</p> <p>Overlapping and overlaying to create effects</p> <p>Use paste and adhesives to select and place cut and torn shapes onto a surface to convey and idea</p>	<p>Use smaller eyed needles and finer thread</p> <p>Print on fabric using monoprint block or tile or as part of a group using a simple stencil</p> <p>Improve skills of overlapping and overlaying to place objects in front and behind</p> <p>Cut multiple shapes with scissors and arrange for a purpose</p> <p>Experiment with creating mood, feeling and movement</p>	<p>Use wider variety of stitches</p> <p>Attach different element using straight stitch, running stitch or cross stitch</p> <p>Discriminate between fabric materials to select and assemble</p> <p>Weave paper and found materials to represent a landscape/pattern Or texture</p> <p>Interpret stories, music, poems and other stimuli using mixed media elements</p> <p>Use environment as stimulus for mixed media</p>	<p>Select and use cutting tools and adhesives with care</p> <p>Embellish a surface using variety of techniques, including drawing, painting and printing.</p> <p>Select and use found materials with art media and adhesives to assemble and represent</p> <p>Select and use contrasting colours and textures in stitching and sewing</p>	<p>Dye fabrics and use tie-dye techniques to control and create a fabric image.</p> <p>Use plaiting, stapling, and sewing techniques with care to decorate and make an image or artefact</p> <p>Control stitching to produce more complex patterns with care and some accuracy</p> <p>Can embellish decoratively using more layers of materials to build complexity and represent the qualities of a thing</p>
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<p style="text-align: center;"><b>Pattern</b> <b>Paint, pencil, textiles, clay, printing</b></p>	<p>Imitate and create own simple retesting patterns using concrete objects e.g. threading buttons/beads, photographing buttons, stones, blocks, compare bears</p> <p>make irregular patterns based on real life e.g. animal skins-</p> <p>simple symmetry- folded butterfly/ladybird</p>	<p>Awareness and discussion of patterns around them</p> <p>Experiment creating patterns on paper using drawings or printing</p> <p>Link to maths</p>	<p>Experiment by arranging, folding, repeating, overlapping regular and irregular patterns</p> <p>Look at natural and man-made patterns</p> <p>Discuss regular and irregular</p> <p>Mondrian/ Klee/ Kandinsky</p>	<p>Search for patterns, the world, picture, objects.</p> <p>Use the environment to make own patterns, prints, rubbing</p> <p>Patterns using ICT</p> <p>Patterns on a range of surfaces clay, dough, fabric, chalk</p> <p>Link to Maths- Symmetry</p>	<p>Consider different type of mark making to make patterns</p> <p>Look at various artists creation of pattern and effect e.g. Gaudi. Escher</p> <p>Link to Maths tessellation (Escher) Geometry, shape and lines (Mondrian/ Klee)</p>	<p>Organise patterns</p> <p>Use shapes to create patterns</p> <p>Create abstract</p> <p>Patterns to reflect personal experiences</p> <p>Creating patterns for a purpose- wallpaper (Morris</p> <p>Draw comparisons between own and artist work</p>	<p>Organise patterns</p> <p>Create abstract patterns</p> <p>Draw comparisons between own and artist work</p> <p>Look at artist creation of patterns and discuss effect</p>
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