



Grindleton C.E. Primary School Art and Design Progression of skills

Painting						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Explore colour and how colour can be changed • Explore what happens when colours are mixed • Mix colours using red, blue and yellow to make green, purple, orange, pink and brown • Give names to colours • Experiment with adding materials to paint to create texture • Mix different media to create new effects • Use simple tools and techniques competently • Children to express opinions about colours they like and why they like them • Use a range of brush sizes and work on different coloured, sized, shaped papers Create marks with a variety of tools – fingers, twigs etc. 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types of paint • Mix and match colours to artefacts and objects • Work on different scales • Experiment with tools and techniques e.g. layering, mixing media, • Name different types of paint and their properties • Mix primary shades and tones and name • Mix secondary colours and name • Add white and black to make tones • Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> • Use a variety of tools and techniques including different brush sizes and types of paint • Mix and match colours to artefacts and objects • Work on different scales • Experiment with tools and techniques e.g. layering, mixing media, scrapping through • Name different types of paint and their properties • Explore primary and secondary colours on a colour wheel • Add white and black to make tones • Add background colours with a wash • Create textured paint by adding sand, plaster 	<ul style="list-style-type: none"> • Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task • Mix colours and know which primary colours make secondary colours • Use more specific colour language • Mix and use tints and shades with accuracy • Create washes with watercolours for backgrounds 	<ul style="list-style-type: none"> • Experiment with different effects and textures incl. blocking in colour, washes, thickened paint creating textural effects • Work on a range of scales e.g. thin brush on small picture etc. • Create different effects and textures with paint according to what they need for the task • Mix colours and know which primary colours make secondary colours • Use more specific colour language • Mix and use tints and shades to create moods and expression 	<ul style="list-style-type: none"> • Develop a painting from a drawing • Use acrylic paint • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify and work with complementary and contrasting colours 	<ul style="list-style-type: none"> • Develop a painting from a drawing • Use acrylic paint • Carry out preliminary studies, trying out different media and materials and mixing appropriate colours • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music • Mix and match colours to create atmosphere and light effects • Be able to identify and work with complementary and contrasting colours • Explain their choices

**Exploring and Developing ideas
Evaluating and Developing Work**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Represent their own ideas, thoughts and feelings through art and design • Express themselves effectively • Use what they have learnt about media and materials in original ways thinking about uses and purposes • Express and respond to feelings, ideas and experiences • Know about similarities and differences among materials and types of art e.g. painting, drawing, sculpture, model • Understand 'who', 'what', 'where' in simple questions e.g. When looking at a painting/sculpture... • Identify what they might change in their current work or develop in future work 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation of real objects through drawing, painting and 3- D • Talk about their ideas and makes choices e.g. chosen tools, materials • Begin to work creatively with a range of media and on different scales • Identify what they might change in their current work or develop in future work • Describe what they think about the work of an artist or craft-maker. Why do they like/dislike it? • Develop the language of art - begin to ask questions about a piece of art – have ideas about what it is about, identify how it has been made. 	<ul style="list-style-type: none"> • Record and explore ideas from first hand observation of real objects through drawing, painting and 3- D • Talk about their ideas and makes choices e.g. chosen tools, materials • Work creatively with a range of media and on different scales. • Identify what they might change in their current work or develop in future work • Describe what they think about the work of an artist or craft-maker and how it can give them ideas • Develop the language of art - ask questions about a piece of art – have ideas about what it is about, identify how it has been made • Compare and state preferences and why • Review what they and others have done and say what they think and feel about it • Make links with an artist's work and their own 	<ul style="list-style-type: none"> • Annotate work in a journal • 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, architects and designers working in different times and cultures • 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 the work of different artists • Make links with an artist's work and their own 	<ul style="list-style-type: none"> • Annotate work in a journal • 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, architects, and designers working in different times and cultures • 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 • Experiment using the ideas and styles of different artists. • Develop further what an artist is trying to express in their work Make links with an artist's work and their own 	<ul style="list-style-type: none"> • Annotate work in a journal • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control • Question and make thoughtful observations about starting points and select ideas to use in their work • Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight • Adapt their work according to their views and describe how they might develop it further. • Experiment using the ideas and styles of different artists • Make links with an artist's work and their own Understand the impact of art on a nation's culture or identity 	<ul style="list-style-type: none"> • Annotate work in a journal • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes with increasing control • Question and make thoughtful observations about starting points and select ideas to use in their work • Explore the roles and purposes of artists, craftspeople, architects and designers working in different times and cultures • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them with greater insight • Adapt their work according to their views and describe how they might develop it further. • Experiment using the ideas and styles of different artists • Make links with an artist's work and their own • Understand the impact of art on a nation's culture or identity

Drawing						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Create simple representations of events, people and objects • Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Look closely at similarities, differences, patterns and change • Draw on different scales • Experiment with mark making in different materials – sand, mud, soil, flour • Draw on different surfaces with a range of media • Investigate textures by describing, naming, rubbing, copying 	<ul style="list-style-type: none"> • Begin to explore different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Draw lines of different shapes and thickness and select from 2 different grades of pencil • Draw on different scales • Observe and draw shapes Identify light and dark marks/shapes. • Investigate textures by making rubbings • Use simple vocabulary for texture e.g. rough, smooth 	<ul style="list-style-type: none"> • Experiment with confidence in different mark-making with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk • Show better control and draw for longer period of time • Draw lines of different shapes and thickness and select from 3 different grades of pencil • Draw on different scales • Explore hatching and cross-hatching • Observe and draw shapes with greater detail Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes • Investigate textures by describing, rubbing, copying • Use vocabulary to compare textures, patterns 	<ul style="list-style-type: none"> • Use journals to collect and record ideas and include analysis of materials and artists' methods • Experiment with greater control how surface detail can be added to drawings • Draw on different scales • Draw for a sustained period of time • Observe greater detail in portraits. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements. • Combine 2 or more in work. • Begin to show an awareness of objects having a third dimension • Use media to achieve variations in tone and shading • Create textures with a wide range of drawing implements Apply a simple use of pattern and texture in a drawing 	<ul style="list-style-type: none"> • Use journals to refine and alter drawings. Include analysis of materials and artists' methods. • Experiment with greater control how surface detail can be added to drawings • Draw on different scales • Bring more independence to choice of media and subjects in sketchbooks • Draw for a sustained period of time. • Master detail in portraits, capture an expression or mood. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements • Choose and combine media for a desired effect • Improve the awareness of 3-D and proportion in shapes • Use media to achieve improved variations in tone and shading • Create more detailed textures with a wide range of drawing 	<ul style="list-style-type: none"> • Use a journal to collect and develop ideas which feed into a main piece of work • Journals to include analysis of artists' methods as well as personal interactions with artists' work • Work from a variety of sources and continue to be experimental • Draw on different scales • Be confident to learn from mistakes • Work in a sustained and independent way to create a detailed drawing Identify artists who have worked in a similar way and try out their methods • Start to develop their own style using tonal contrast and hatching • Develop close observation skills using a variety of view finders • Continue to improve on observational details • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background • Show an awareness of how paintings are created i.e. composition 	<ul style="list-style-type: none"> • Use a journal to collect and develop ideas which feed into a main piece of work • Journals to include analysis of artists' methods as well as personal interactions with artists' work • Work from a variety of sources and continue to be experimental • Draw on different scales Be confident to learn from mistakes • Work in a sustained and independent way to create a detailed drawing Identify artists who have worked in a similar way and try out their methods • Start to develop their own style using tonal contrast and hatching. • Be able to explain their desired intentions and effects • Combine dry and wet media 5 • Create textures with a wide range of drawing implements • Apply a simple use of pattern and texture in a drawing • Improve the awareness of 3-D and proportion in shapes

				<p>implements and experiment layering media</p>	<ul style="list-style-type: none"> • Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal 	<ul style="list-style-type: none"> • Use media to achieve improved variations in tone and shading • Create more detailed textures with a wide range of drawing implements and experiment layering media • Apply pattern and texture in a drawing by layering media e.g. pencil, pen and pencil, charcoal • Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background • Show an awareness of how paintings are created i.e. composition • Continue to master observational details • Begin to use simple perspective in their work using a single focal point and horizon • Continue to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background • Show an awareness of how paintings are created i.e. composition
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Printing						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Experiment with printing using hands, feet and fingers • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Roll printing ink over found objects to create patterns e.g. leaves, stones, packaging • Make rubbings to collect textures and patterns • Recreate texture using wallpaper, string, polystyrene • Use tools competently and appropriately 	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Take simple prints i.e. mono-printing • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment • Create simple printing blocks with press print and plasticine • Make rubbings to collect textures and patterns • Draw patterns on carbon paper 	<ul style="list-style-type: none"> • Print with a range of hard and soft materials e.g. corks, pen barrels, sponge • Take simple prints i.e. mono-printing • Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils • Build repeating patterns and recognise pattern in the environment • Create simple printing blocks with press print • Design more repetitive patterns • Experiment with overprinting motifs and colour on carbon paper 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method e.g. texture from block made with coiled string • Create repeating patterns with planned translation or rotation • Print with two colour overlays 	<ul style="list-style-type: none"> • Create printing blocks using a relief or impressed method developed from a drawing • Create repeating patterns with planned translation or rotation • Print with two colour overlays 	<ul style="list-style-type: none"> • Create printing blocks by simplifying an initial journal idea • Use relief or impressed method • Build up layers of prints for a desired effect • Work into prints with a range of media e.g. pens, colour pens and paints 	<ul style="list-style-type: none"> • Create printing blocks by simplifying an initial journal idea • Use relief or impressed method • Build up layers of prints for a desired effect • Work into prints with a range of media e.g. pens, colour pens and paints

Textiles						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Manipulate materials for a planned effect • Match and sort fabrics and threads to colour, texture, length, size and shape • Handle and manipulate materials such as threads, cottons, wool, raffia, grass • Deconstruct cloths and threads Safely use and explore a variety of materials, tools and techniques experimenting with colour, design, texture, form and function 	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Create fabrics by weaving materials i.e. grass through twigs 	<ul style="list-style-type: none"> • Match and sort fabrics and threads for colour, texture, length, size and shape • Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting • Cut and shape fabric using scissors/snips • Apply shapes with glue or by stitching • Apply decoration using beads, buttons, feathers etc. • Apply colour with printing, dip dyeing, fabric crayons • Create fabrics by weaving materials i.e. grass through twigs 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining Colour fabrics 	<ul style="list-style-type: none"> • Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects • Match the tool to the material • Develop skills in stitching, cutting and joining • Use applique techniques • Colour fabrics 	<ul style="list-style-type: none"> • Use different grades of threads and needles • Experiment with batik or felt techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects 	<ul style="list-style-type: none"> • Use different grades of threads and needles • Experiment with batik or felt techniques • Experiment with a range of media to overlap and layer creating interesting colours and textures and effects

3D						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> Manipulate materials for a planned effect Construct with a purpose in mind using a variety of resources Select tools and techniques needed to shape, assemble and join materials they are using Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces Experiment with malleable materials e.g. plasticine, dough, clay, mod roc, pipe cleaners Roll a ball shape and a sausage shape using hands, pinch and roll coils Join simple found forms together 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and man-made materials Change the surface of a malleable material e.g. build a textured tile 	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading for a purpose e.g. tile, animal, thumb pot Understand the safety and basic care of materials and tools Experiment with constructing and joining recycled, natural and man-made materials Change the surface of a malleable material e.g. build a textured tile Use simple 2-D shapes to create a 3-D form 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3-D object 	<ul style="list-style-type: none"> Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for extending and modelling other shapes Create surface patterns and textures in a malleable material Use papier mache to create a simple 3-D object 	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay incl. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media Explain how an artist might influence their own work 	<ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination Use recycled, natural and man-made materials to create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay incl. slabs, coils, slips, etc. Produce intricate patterns and textures in a malleable media Explain how an artist might influence their own work Follow and refine their own plans

Digital						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet • Record visual information using iPads, cameras • Use a simple graphics package to create images and effects by changing brush size and colours • Work on different scales – computer and interactive whiteboard 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet • Record visual information using digital cameras, iPads • Use a simple graphics package to create images and effects with: • <u>Lines</u> by changing the size of brushes in response to ideas • <u>Shapes</u> using eraser, shape and fill tools • <u>Colours</u> and <u>Texture</u> using simple filters to manipulate and create images • Use basic selection and cropping tools 	<ul style="list-style-type: none"> • Explore ideas using digital sources i.e. internet • Record visual information using digital cameras, iPads • Use a simple graphics package to create images and effects with: • <u>Lines</u> by changing the size of brushes in response to ideas • <u>Shapes</u> using eraser, shape and fill tools • <u>Colours</u> and <u>Texture</u> using simple filters to manipulate and create images • Use basic selection and cropping tools 	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras • Present recorded visual images using software • Use a graphics package e.g. paint to create images and effects with; • <u>Lines</u> by controlling the brush tool with increased precision • Change the type of brush to an appropriate style • Create <u>shapes</u> by making selections to cut, duplicate and repeat • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose 	<ul style="list-style-type: none"> • Record and collect visual information using digital cameras • Present recorded visual images using software • Use a graphics package e.g. paint to create images and effects with; • <u>Lines</u> by controlling the brush tool with increased precision • Change the type of brush to an appropriate style • Create <u>shapes</u> by making selections to cut, duplicate and repeat • Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose 	<ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras • Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes • Use a graphics package to create and manipulate new images • Be able to Import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas 	<ul style="list-style-type: none"> • Record, collect and store visual information using digital cameras • Present recorded visual images using software e.g. PowerPoint, Keynote, Brushes • Use a graphics package to create and manipulate new images • Be able to Import an image (scanned, retrieved, taken) into a graphics package • Understand that a digital image is created by layering • Create layered images from original ideas