



Compassion, Hope, Reverence, Wisdom

Progression of Skills in Art and Design

	Bannerman (Years 1 and 2)	Porteous (Years 3 and 4)	Borton (Years 5 and 6)
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> • 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. • Discuss how other artists, craftspeople and designers have used colour, shape, pattern and form. • Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. 	<ul style="list-style-type: none"> • 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. • Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form. • Use sketch books to gather visual imagery, experiment with techniques and develop ideas and designs. 	<ul style="list-style-type: none"> • Select and record from first hand observation, experience and imagination, and explore and develop ideas appropriately for different purposes. • Question and make thoughtful observations about starting points and use these to make informed choices in their work. • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Discuss how and why other artists, craftspeople and designers have used colour, shape, pattern and form, and what they think they were trying to express. • Use sketch books to gather visual imagery, experiment with techniques and develop



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			ideas and designs.
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Refine and alter ideas and explain choices using art vocabulary? Annotate work in sketchbook. 	<ul style="list-style-type: none"> Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them and why, using their visual art vocabulary. Adapt their work according to their views and describe how they might improve and develop it further. To be expressive and analytical to adapt, extend and justify their work and the materials used. Annotate work in sketchbooks.
Drawing	<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <ul style="list-style-type: none"> Use a variety of tools, e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk and other dry media. Gather and collect artwork. Layer different media, e.g. crayons, pastels, felt tips and charcoal. 	<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <ul style="list-style-type: none"> Use different implements and media to achieve variations in line, texture, tone, colour, shape and pattern. Plan, refine and alter their drawings as necessary. Collect and record visual information from different 	<p><i>Through the use of a sketchbook imaginatively find ways to:</i></p> <ul style="list-style-type: none"> Use a variety of source material for their work, e.g. from life and research. Work in a sustained and independent way from observation, experience and imagination. Draw accurately from life, e.g.



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	<ul style="list-style-type: none"> • Work out ideas for drawings. • Interpret an object through drawing. • Draw for a sustained period of time from life, e.g. the figure and real objects, including single and grouped objects. • Experiment with the visual elements; line, shape, pattern and colour. • Begin to use different shading techniques to create different tones. 	<p>sources.</p> <ul style="list-style-type: none"> • Draw for a sustained period of time from life with increasing accuracy. • Begin to create a sense of distance and proportion in a drawing. • Use different shading techniques to begin to give depth to a drawing. • Experiment/use different mark making techniques to create texture in a drawing. • Use research to inspire drawings e.g. from life, research, memory and imagination. • Explore relationships between line and tone, pattern and shape, line and texture. • Use sketches to develop a final piece. 	<p>the figure, real objects real spaces.</p> <ul style="list-style-type: none"> • Create a sense of distance and proportion in a drawing. • Use a variety of techniques to create depth and tone. • Experiment with drawing techniques to support their observational drawing. • Experiment and develop ideas. • Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.. • Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.
<p>Painting</p>	<ul style="list-style-type: none"> • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix a range of secondary 	<ul style="list-style-type: none"> • Mix a variety of colours and know which primary colours make secondary colours. • Make and match colours with increasing accuracy. 	<ul style="list-style-type: none"> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.



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	<p>colours, shades and tones.</p> <ul style="list-style-type: none"> • Mix and match colours to artefacts and objects. • Use different types of paint. • Create different textures e.g. use of sawdust or sand. • Experiment with tools and techniques, e.g. layering, mixing media, scraping through etc. • Work on a range of scales e.g. large brush on large paper etc. 	<ul style="list-style-type: none"> • Use a developed colour vocabulary, e.g. tint, tone, shade, hue. • Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc. • Plan and create different effects and textures with paint according to what they need for the task. • Work confidently on a range of scales e.g. thin brush on small picture etc. • Choose paints and implements appropriately. 	<ul style="list-style-type: none"> • Create shades and tints using black and white. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources, including those researched independently. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Show an awareness of how composition is created in a painting.
<p>Printmaking</p>	<ul style="list-style-type: none"> • Make marks in print with a variety of objects, including natural and made objects. • Carry out a variety of printing techniques e.g carbon printing, monoprint, block, relief, resist printing, and rubbings. • Create a repeat pattern and recognise pattern in the environment. • Design patterns of increasing 	<ul style="list-style-type: none"> • Print using a variety of materials, objects and techniques including layering. • Talk about the processes used to produce a simple print. • Explore pattern and shape, creating designs for printing. • Research, create and refine a print. • Select broadly the kinds of material to print with in order to get the effect they want. 	<ul style="list-style-type: none"> • Talk about techniques for printing, e.g. the use of poly-blocks, relief, mono and resist printing. • Create an accurate print design. • Build up layers and colours/textures within prints. • Organise their work in terms of pattern, repetition, symmetry or random printing



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	<ul style="list-style-type: none"> complexity and repetition. Print using a variety of materials, objects and techniques. Create an impression in a surface and print with it. 	<ul style="list-style-type: none"> Experiment with layered printing using two colours or more. Transfer a drawing into a print. 	<ul style="list-style-type: none"> styles. Overprint using different colours. Understand how to make a positive and negative print.
Sculpture	<ul style="list-style-type: none"> Manipulate malleable medias to explore shape, form and texture. Experiment with, construct and join materials e.g. recycled, natural and man-made. Explore shape and form and different textures. Scrunch, roll, shape and bond materials to make a 3-dimensional form. Take a 2-dimensional drawing into a 3-dimensional form. 	<ul style="list-style-type: none"> Plan, design, make and adapt models. Design and plan a 3-dimensional form/sculpture. Show an understanding of shape, space and form. Experiment with materials and processes to create a 3-dimensional form. Explore a variety of shapes within sculptural models. 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Know the properties of a variety of different materials that could be used for sculpture. Use sculptural materials appropriate to design. Plan a sculpture through drawing and other preparatory work. Experiment with and combine materials and processes to design and make 3-dimensional form/sculpture.
Collage	<ul style="list-style-type: none"> Create images from imagination, experience or observation. Use a wide variety of media, 	<ul style="list-style-type: none"> Collect and experiment with a range of media and visual information. Overlap and overlay materials. 	<ul style="list-style-type: none"> Experiment with the composition of a collage. Use collage as a tool to develop a mixed media piece.



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	<p>e.g. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <ul style="list-style-type: none">• Cut and tear paper and other materials.• Build layers of materials to create an image.• Create textured collages from a variety of media.• Use different kinds of media to embellish and add detail.	<ul style="list-style-type: none">• Use a variety of media to create a collaged image.• Create a mood board to gather materials for design.	<ul style="list-style-type: none">• Create a mood board to explore materials and content for final piece.• Combine pattern, tone, texture and shape in collage.
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