



Freeland CE Primary School Progression of skills in Art and Design.



	Key Stage 1		Red Kites		Kingfishers		Golden Eagles	
	Year 1	Year 2	Year 3	Year 4	Year 4	Year 5	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> · 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>Record and explore ideas from first hand observation, experience and imagination.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <ul style="list-style-type: none"> · 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.
Evaluating and developing work (ONGOING)	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>	<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. 	<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. 	<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. 	<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. 	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p>



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	<ul style="list-style-type: none"> · Identify what they might change in their current work or develop in their future work. 	<ul style="list-style-type: none"> · 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"> · Adapt their work according to their views and describe how they might develop it further. · Annotate work in sketchbook. 	<ul style="list-style-type: none"> · Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> · Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> · Adapt their work according to their views and describe how they might develop it further. 	<ul style="list-style-type: none"> · Adapt their work according to their views and describe how they might develop it further. 	<p>think and feel about them</p> <ul style="list-style-type: none"> · Adapt their work according to their views and describe how they might develop it further.
Drawing	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <ul style="list-style-type: none"> · Use a sketchbook to gather and collect artwork. · Begin to explore the use of line, shape and colour 	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <ul style="list-style-type: none"> · Understand the basic use of a sketchbook and work out ideas for drawings. · Draw for a sustained period of time from the figure and real objects, including single and grouped objects. · Experiment with the visual elements; line, shape, pattern and colour 	<p>Experiment with different grades of pencil and other implements.</p> <ul style="list-style-type: none"> · Plan, refine and alter their drawings as necessary. · Use their sketchbook to collect and record visual information from different sources. · Draw for a sustained period of time at their own level. · Use different media to achieve variations in line, texture, tone, colour, shape and pattern. 	<ul style="list-style-type: none"> · Make informed choices in drawing inc. paper and media. · Alter and refine drawings and describe changes using art vocabulary. · Collect images and information independently in a sketchbook. · Use research to inspire drawings from memory and imagination. · Explore relationships between line and tone, pattern and shape, line and texture 	<ul style="list-style-type: none"> · Make informed choices in drawing inc. paper and media. · Alter and refine drawings and describe changes using art vocabulary. · Collect images and information independently in a sketchbook. · Use research to inspire drawings from memory and imagination. · Explore relationships between line and tone, pattern and shape, line and texture 	<p>Use a variety of source material for their work.</p> <ul style="list-style-type: none"> · Work in a sustained and independent way from observation, experience and imagination. · Use a sketchbook to develop ideas. · Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p>Use a variety of source material for their work.</p> <ul style="list-style-type: none"> · Work in a sustained and independent way from observation, experience and imagination. · Use a sketchbook to develop ideas. · Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. 	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <ul style="list-style-type: none"> · Identify artists who have worked in a similar way to their own work. · Develop ideas using different or mixed media, using a sketchbook. · Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.



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<p>Painting</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <ul style="list-style-type: none"> · Mix and match colours to artefacts and objects. · Work on different scales. · Mix secondary colours and shades · using different types of paint. · Create different textures e.g. use of sawdust. 	<p>Mix a range of secondary colours, shades and tones.</p> <ul style="list-style-type: none"> · Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. · Name different types of paint and their properties. · Work on a range of scales e.g. large brush on large paper etc. · Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> · Mix a variety of colours and know which primary colours make secondary colours. · Use a developed colour vocabulary. · Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc. · Work confidently on a range of scales e.g. thin brush on small picture etc. 	<p>Make and match colours with increasing accuracy.</p> <ul style="list-style-type: none"> · Use more specific colour language e.g. tint, tone, shade, hue. · Choose paints and implements appropriately. · Plan and create different effects and textures with paint according to what they need for the task. · Show increasing independence and creativity with the painting process. 	<p>Make and match colours with increasing accuracy.</p> <ul style="list-style-type: none"> · Use more specific colour language e.g. tint, tone, shade, hue. · Choose paints and implements appropriately. · Plan and create different effects and textures with paint according to what they need for the task. · Show increasing independence and creativity with the painting process. 	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <ul style="list-style-type: none"> · Work on preliminary studies to test media and materials. · Create imaginative work from a variety of sources. 	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <ul style="list-style-type: none"> · Work on preliminary studies to test media and materials. · Create imaginative work from a variety of sources. 	<p>Create shades and tints using black and white.</p> <ul style="list-style-type: none"> · Choose appropriate paint, paper and implements to adapt and extend their work. · Carry out preliminary studies, test media and materials and mix appropriate colours. · Work from a variety of sources, inc. those researched independently. · Show an awareness of how paintings are created (composition).
<p>Sculpture</p>	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>	<p>Join clay adequately and work reasonably independently.</p> <ul style="list-style-type: none"> · Construct a simple clay base for 	<p>Make informed choices about the 3D technique chosen.</p>	<p>Make informed choices about the 3D technique chosen.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p>



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<ul style="list-style-type: none"> · Explore sculpture with a range of malleable media, especially clay. · Experiment with, construct and join recycled, natural and man-made materials. · Explore shape and form. 	<ul style="list-style-type: none"> · Build a textured relief tile. · Understand the safety and basic care of materials and tools. <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>	<p>extending and modelling other shapes.</p> <ul style="list-style-type: none"> · Plan, design and make models. 	<ul style="list-style-type: none"> · Show an understanding of shape, space and form. · Plan, design, make and adapt models. · Talk about their work understanding that it has been sculpted, modelled or constructed. · Use a variety of materials. 	<ul style="list-style-type: none"> · Show an understanding of shape, space and form. · Plan, design, make and adapt models. · Talk about their work understanding that it has been sculpted, modelled or constructed. · Use a variety of materials. 	<ul style="list-style-type: none"> · Use recycled, natural and man-made materials to create sculpture. · Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> · Use recycled, natural and man-made materials to create sculpture. · Plan a sculpture through drawing and other preparatory work. 	<ul style="list-style-type: none"> · Make a mould and use plaster safely. · Create sculpture and constructions with increasing independence.
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