



Totternhoe CE Academy – Art and Design Progression of Skills



Year 1

<u>DRAWING</u>	Use drawing as a medium to develop and share ideas. Incorporate known experiences. Focus on using lines and known geometric shapes to create. Use basic shapes and lines to represent observed, imagined and remembered ideas and things. Observe anatomy - encourage accurate drawings of people. Sketch objects in both the natural and man-made world. Experiment with different materials for non-structured mark-making.
<u>PAINTING</u>	Use painting as a medium to develop and share ideas. Involve experiences and imagination. Hold the brush effectively, according to size of brush handle. Load paint onto bristles of brush. Rinse brush and remove excess water. Select different brush sizes and shapes for different purposes.
<u>COLLAGE</u>	Build on skills of using various materials to make collages using some smaller items. Draw a simple shape and cut around the lines. Cut around corners of basic shapes. Apply glue without waste. Cut basic shapes without a pre-drawn outline.
<u>PRINTING</u>	Create patterns and pictures by printing from objects using more than one colour. Develop impressed images with some added pencil or decorative detail. Relief printing - string, card, etc. Use equipment and media correctly, to produce a clean image. Use appropriate language to describe tools, process, etc. Apply ink or paint to a printing block/stamp evenly and gently, knowing when to reload paint.
<u>3D</u>	Make simple joins by manipulating modelling materials or pasting carefully. Use both hands and tools to build. Construct to represent personal ideas. Carve into media using tools. Form simple 3D shapes and use tools to attempt joining/create basic 3D shapes to represent ideas.
<u>COLOUR</u>	Focus on using colour and space for effect. Ensure they know the names of all the colours. Begin to introduce mixing of colours to make new colours (mix primary colours). Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark. Explore applying colour with a range of tools for enjoyment.
<u>TEXTURE</u>	Develop and use a texture for effect. Explore different textures and experiment with mark-making, building on previous experience. Observe and draw landscapes as accurately as possible, some small discussion of proportion and where the sky is. Use texture to provide information – e.g. manmade/natural materials, a 'journey' of where they have been etc. Sort according to specific qualities, e.g. warm, cold, shiny, smooth etc.
<u>PATTERN</u>	Use a range of materials creatively to design and make products. Use a wide range of patterns. Observe patterns in the natural and man-made world. Have an awareness and discuss patterns around them e.g. through a pattern hunt. Experiment creating repeating patterns on paper using drawing or printing of own design.



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Year 2

<u>DRAWING</u>	Refine skills in drawing and develop and share ideas. Focus on using lines (movement, contours, and feelings) and known shapes (geometric) to create. Look at drawings and comment thoughtfully - begin to discuss use of shadows, use of light and dark. Sketch to make quick records of something. Work out ideas through drawing. Use a range of decorative techniques: applied, impressed, painted, etc. Record clearly observable light and dark areas. Draw shapes and lines to represent observations and ideas. Record some detail using lines and shading. Apply pressure to tools to achieve tones.
<u>PAINTING</u>	Refine skills in painting and develop and share ideas. Stay within drawn lines when using a thin brush. Use colours that represent ideas. Change water for clean water when needed. Create different effects with brushes.
<u>COLLAGE</u>	Use various collage materials to make a specific picture. Simplify observed shapes and lines into easily cut shapes. Layer shapes in a piece of work. Cut smaller and more intricate shapes – turning paper rather than body when cutting. Select a range of coloured and textured paper to represent ideas.
<u>PRINTING</u>	Use printmaking as a means of drawing. Create order, symmetry and irregularity. Talk simply about own work and that of other artists. Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc. Apply ink or paint to a printing block/stamp evenly and gently, knowing when to reload paint
<u>3D</u>	Refine skills in sculpture and develop and share ideas. Construct using junk modelling materials. Replicate patterns and textures in a 3D form. Begin to share simple thoughts about own work and that of other sculptors. Form simple 3D shapes and use tools to attempt joining/create basic 3D shapes to represent ideas. Use a range of materials creatively to design and make products.
<u>COLOUR</u>	Create and use a wide range of colours. Focus on using colour and space for effect. Begin to describe colours by objects e.g. 'raspberry pink', 'sunshine yellow'. Make as many tones of one colour as possible using primary colours and white. Darken colours without using black. Mix colours to match those of the natural world – colours that might have a less defined name. Mix primary colours and use own colours in work.
<u>TEXTURE</u>	Develop and use a texture for effect. Create visual texture using different marks. Develop skills of overlapping and overlaying to create effects.
<u>PATTERN</u>	Identify man-made and natural patterns. Create and use a wide range of patterns. Extend repeating patterns - overlapping, using two contrasting colours etc. Experiment by arranging, folding, repeating, overlapping, regular and irregular patterns. Look at natural and manmade patterns and discuss. Discuss regular and irregular and their meaning.



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Year 3

<u>DRAWING</u>	Children are to develop their drawing skills through charcoal, pencils and sketching. Incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space. Observe and draw simple shapes. Draw both the positive and negative shapes i.e. draw both the outline of the object and the shapes it creates within it. Make initial sketches as a preparation for painting and other work. Encourage more accurate drawings of people – particularly faces looking closely at features and the detail they have. Record shapes and lines with some degree of accuracy from observation. Work on a sustained drawing. Review and refine drawings.
<u>PAINTING</u>	Use acrylic paints to recap on the techniques previously learned. Make changes by painting over with the acrylic. Set up and clear away painting equipment. Select appropriate brush for task. Use brush marks and effects fit for purpose.
<u>COLLAGE</u>	Simplify drawings or observed images into shapes ready for collage. Layer shapes to create interest. Create own shapes and lines to create composition.
<u>PRINTING</u>	Use the equipment and media with increasing confidence. Use relief and impressed printing processes. Explore images through mono-printing on a variety of papers. Make indents onto foam tiles/simplify a more complex drawing into lines and shapes for printing purposes/using a roller to load paint or ink
<u>3D</u>	Introduce them to a wide range of sculptures and artists. Evaluate and analyse their work and form their own opinion. Plan, create and evaluate a sculpture. Use the equipment and media with increasing confidence. Shape, form, model and construct from observation and/or imagination with increasing confidence. Have an understanding of different adhesives and methods of construction. Form and join 3D shapes to realise a design idea.
<u>COLOUR</u>	Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident. Explore colour mixing through overlapping colour prints deliberately. Mix tints and shades of colours and use them in work.
<u>TEXTURE</u>	Experiment with the potential of various pencils (2B - HB) to show tone, texture etc. Awareness of the nature of materials and surfaces – fragile, tough, durable. In drawing, record differences in texture and tone. Use tools to decorate models and create texture.
<u>PATTERN</u>	Search for pattern around us in the world, pictures, objects etc. Use the environment and other sources to make own patterns, printings, rubbings etc. Design own motif to repeat. Create own patterns using ICT. Make patterns on a range of surfaces, in clay, dough, on fabric, paper, chalk on playground etc. Link to Maths – symmetry.



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Year 4

<u>DRAWING</u>	Begin to create a sketch book and evaluate, beginning to use artistic language. Children are to develop their drawing skills through charcoal, pencils and sketching. Choose the appropriate techniques i.e. line, shape, colour and space. Identify and draw the effect of light (shadows) on a surface, on objects and people. Use tone and show a range of tones including shadows Introduce the concepts of scale and proportion. Encourage more accurate drawings of whole people, building on their work on facial features to include proportion, placement and shape of body. Draw from direction. Record shapes and lines from observation. Show where objects overlap and create a sense of perspective. Observe and record details and show different textures.
<u>PAINTING</u>	Plan, create and evaluate paintings. Use different painting and brushstroke techniques for effects. Select appropriate brush for task and explain why. Work on sustained pieces and review and refine. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. Use
<u>COLLAGE</u>	Translate more complex images or objects into shapes suitable for collage. Select materials to represent tones. Cut complex shapes and lines.
<u>PRINTING</u>	Discuss the nature of effects able to modify and adapt print as work progresses. Make indents onto foam tiles/simplify a more complex drawing into lines and shapes for printing purposes/using a roller to load paint or ink.
<u>3D</u>	Work safely, to organise work area and clear away. Discuss own work and work of other sculptors with comparisons made. Form and join 3D shapes to realise a design idea and use tools to decorate models and create texture.
<u>COLOUR</u>	Make the colours shown on a colour chart. Mix and match colours to those in a work of art. Work with one colour against a variety of backgrounds. Observe colours on hands and faces - mix flesh colours. colour to reflect mood. Create own colours and use to convey ideas.
<u>TEXTURE</u>	Create visual texture using different marks and tools. Start to place more emphasis on observation and design of textural art. Continue experimenting with creating mood, feeling, movement and areas of interest. Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc. Manipulate materials to create textures that have been observed.
<u>PATTERN</u>	Create patterns/ motifs with repeated mark making. Consider different types of mark making to make patterns. Look at various artists' creation of pattern and discuss effect, i.e. Gaudi, Matisse, Escher, aboriginal art). Link to Maths – tessellation (Escher) and geometry, shape lines (Mondrian/Klee).



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Year 5

<u>DRAWING</u>	Observe and use a variety of techniques to show the effect of light on objects and people e.g. use rubbers to lighten, use pencil to show tone, use tones of the same colour. Produce increasingly accurate drawings of people. Produce increasingly detailed preparatory sketches for painting and other work.
<u>PAINTING</u>	Use different brush marks and strokes for effect. Select appropriate brushes for tasks and use a selection of brushes in one piece of work to different effect. Work on sustained pieces and review and refine.
<u>COLLAGE</u>	Translate more complex images or objects into shapes suitable for collage. Manipulate materials to create textures that have been observed. Select materials to represent tones. Cut complex shapes and lines.
<u>PRINTING</u>	Have experience in combining prints taken from different objects to produce an end piece. Have experience in producing pictorial and patterned prints. Designs prints for fabrics, book covers and wallpaper. Makes connections between own work and patterns in their local environment (e.g. curtains, wallpaper).
<u>3D</u>	Shape, form, model and join with confidence. Discuss and evaluate own work and that of other sculptors in detail.
<u>COLOUR</u>	Consider colour for different purposes. Use colour to express moods and feelings. Consider artists use of colour and application of it.
<u>TEXTURE</u>	Experiment with shading and perspective to create form and texture. Know that a short, hard line gives a different feeling to a more flowing one. Select and use materials to achieve a specific outcome. Embellish work, using a variety of techniques, including drawing, painting and printing on top of textural work.
<u>PATTERN</u>	Produce more intricate patterns and textures. Use shape to create patterns.



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Year 6

<u>DRAWING</u>	Look at the effect of light on an object from different directions. Use a variety of techniques to interpret the texture of a surface e.g. mark making, different textured paint. Introduce the concept of perspective. Work on a variety of scales and collaborate with others. Independently select materials and techniques to create a specific outcome. Record a broad range of tones. Use appropriate styles of shading and mark making for different tasks. Show textures, shapes and lines. Use drawing pencils in a range of values. Show perspective and depth in drawing. Work on a sustained piece of work and review and refine to improve.
<u>PAINTING</u>	Select appropriate brushes for tasks. Mix tints and shades fit for purpose. Use different techniques and brush marks to create atmospheres and convey ideas. Work on sustained pieces and review and refine.
<u>COLLAGE</u>	Layer textures and colours to create interest. Cut complex shapes in various sizes to represent ideas.
<u>PRINTING</u>	Build up drawings and images of whole or parts of items using various techniques, e.g. card, relief. Collage printing. Screen printing. Explore printing techniques used by various artists. Create a printing tile with lines and shapes in varied widths and styles, convey texture and layer colours. Create multiple prints from one tile e.g. lino, polystyrene.
<u>3D</u>	Incorporate form, pattern, and texture into sculptures. Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings. Realise design ideas in a variety of materials, create a form to convey a message or style, create well-defined 3D forms and successfully join shapes.
<u>COLOUR</u>	Try to use the colour wheel to use “harmonious colours” and “contrasting colours”. Control and experiment particular qualities of tone, shades, hue and mood. Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed.
<u>TEXTURE</u>	Use a variety of techniques to create form and texture i.e. shading and perspective. Apply knowledge of different techniques to express feelings. Use found and constructed materials. Work collaboratively on a larger scale.
<u>PATTERN</u>	Organise own patterns. Discuss own and artists work, drawing comparisons and reflecting on their own creations. Create own abstract pattern. Create patterns for purposes e.g. wallpaper, clothes, puppets, boxes, folders, book covers etc. Look at various artists’ creations of pattern and discuss effect i.e. Morris, Sol Lewitt, Matisse, Bridget Riley and Miro.



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