

## Art and Design Progression of Skills

	Developing Ideas	Mastering Techniques							Taking Inspiration
		Painting	Collage	Sculpture	Drawing	Print	Textiles	Digital Media	
KS1	<ul style="list-style-type: none"> <li>Respond to ideas and starting points.</li> <li>Explore ideas and collect visual information.</li> <li>Explore different methods and materials as ideas develop.</li> </ul>	<ul style="list-style-type: none"> <li>Use thick and thin brushes appropriately.</li> <li>Mix primary colours to make secondary.</li> <li>Add white to colours to make tints and black to colours to make tones.</li> <li>Create colour wheels <i>e.g. Jackson Pollock, Kandinsky.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued.</li> <li>Sort and arrange materials.</li> <li>Mix materials to create texture, <i>e.g. Paul Klee.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of shapes.</li> <li>Include lines and texture.</li> <li>Use rolled up paper, straws, paper, card and clay as materials.</li> <li>Use techniques such as rolling, cutting, moulding and carving. <i>e.g. Andy Goldsworthy.</i></li> </ul> <p><i>Cross-curricular links to forest school.</i></p>	<ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness.</li> <li>Colour (own work) neatly following the lines.</li> <li>Show pattern and texture by adding dots and lines.</li> <li>Show different tones by using coloured pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Use repeating or overlapping shapes.</li> <li>Mimic print from the environment (e.g. wallpapers).</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>Press, roll, rub and stamp to make prints.</li> </ul>	<ul style="list-style-type: none"> <li>Use weaving to create a pattern.</li> <li>Join materials using glue and/or a stitch.</li> <li>Use plaiting.</li> <li>Use dip dye techniques</li> </ul> <p><i>Cross-curricular link to design and technology.</i></p>	<ul style="list-style-type: none"> <li>Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul> <p><i>Cross-curricular links to computing.</i></p>	<ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul> <p><i>Cross-curricular links to geography and history.</i></p>
Lower KS2	<ul style="list-style-type: none"> <li>Develop ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources.</li> <li>Adapt and refine ideas as they progress.</li> <li>Explore ideas in a variety of ways.</li> <li>Comment on artworks using visual language (<i>e.g. colour, pattern and texture, line and tone, shape, form and space.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>Mix colours effectively.</li> <li>Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>Experiment with creating mood with colour <i>e.g. Rothko, Kandinsky, Warhol.</i></li> </ul>	<ul style="list-style-type: none"> <li>Select and arrange materials for a striking effect.</li> <li>Ensure work is precise where appropriate.</li> <li>Use coiling, overlapping, tessellation, mosaic and montage, <i>e.g. Matisse, Picasso.</i></li> </ul>	<ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>Include texture that conveys feelings, expression or movement.</li> <li>Use clay and other mouldable materials.</li> <li>Add materials to provide interesting detail.</li> </ul> <p><i>Cross-curricular links to forest school.</i></p>	<ul style="list-style-type: none"> <li>Use different hardnesses of pencils to show line, tone and texture.</li> <li>Annotate sketches to explain and elaborate ideas.</li> <li>Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>Use shading to show light and shadow.</li> <li>Use hatching and cross hatching to show tone and texture.</li> </ul>	<ul style="list-style-type: none"> <li>Use layers of two or more colours.</li> <li>Replicate patterns observed in natural or built environments.</li> <li>Make printing blocks (e.g. from coiled string glued to a block).</li> <li>Make precise repeating patterns. <i>e.g. Warhol.</i></li> </ul>	<ul style="list-style-type: none"> <li>Shape and stitch materials.</li> <li>Use basic cross stitch and back stitch.</li> <li>Colour fabric.</li> <li>Create weavings.</li> <li>Quilt, pad and gather fabric.</li> </ul> <p><i>Cross-curricular link to design and technology.</i></p>	<ul style="list-style-type: none"> <li>Create images, video and sound recordings and explain why they were created.</li> </ul> <p><i>Cross-curricular links to computing.</i></p>	<ul style="list-style-type: none"> <li>Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>Create original pieces that are influenced by studies of others.</li> </ul> <p><i>Cross-curricular links to geography and history.</i></p>
Upper KS2	<ul style="list-style-type: none"> <li>Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>Collect information, sketches and resources and present ideas imaginatively in a sketch book e.g. scrapbook/ mood board.</li> <li>Use the qualities of materials to enhance ideas.</li> <li>Comment on artworks with a fluent grasp of visual language (<i>e.g. colour, pattern and texture, line and tone, shape, form and space.</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Sketch (lightly) before painting to combine line and colour.</li> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>Combine colours, tones and tints to enhance the mood of a piece.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of painting, drawing upon ideas from other artists <i>e.g. Lowry, Warhol, Banksy.</i></li> </ul>	<ul style="list-style-type: none"> <li>Mix textures (rough and smooth, plain and patterned).</li> <li>Combine visual and tactile qualities, e.g. Escher, Matisse, Malevich.</li> <li>Use ceramic mosaic materials and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>Use tools to carve and add shapes, texture and pattern.</li> <li>Combine visual and tactile qualities.</li> <li>Use frameworks (such as wire or moulds) to provide stability and form, <i>e.g. Calder.</i></li> </ul> <p><i>Cross-curricular links to forest school.</i></p>	<ul style="list-style-type: none"> <li>Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection. Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>Use lines to represent movement.</li> </ul>	<ul style="list-style-type: none"> <li>Build up layers of colours.</li> <li>Create an accurate pattern, showing fine detail.</li> <li>Use a range of visual elements to reflect the purpose of the work. <i>e.g. Warhol.</i></li> </ul>	<ul style="list-style-type: none"> <li>Show precision in techniques.</li> <li>Choose from a range of stitching techniques.</li> <li>Combine previously learned techniques to create pieces.</li> </ul> <p><i>Cross-curricular link to design and technology.</i></p>	<ul style="list-style-type: none"> <li>Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul> <p><i>Cross-curricular links to computing.</i></p>	<ul style="list-style-type: none"> <li>Give details about the style of some notable artists and designers.</li> <li>Show how the work of those studied was influential.</li> <li>Create original pieces that show a range of influences and styles.</li> </ul> <p><i>Cross-curricular links to geography and history.</i></p>

