



The Grange Primary School Progression of Key Skills in Art and Design

EYFS ELG Physical Development Expressive Arts and Design Fine Motor Skills Creating with Materials		*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paintbrushes and cutlery. *Begin to show accuracy and care when drawing. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used.			
Key Stage One		Key Stage Two			
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge/Learning/Use of sketchbooks					
*Use artwork to record ideas, observations and experiences *Experiment with different materials to design and make products *Explain what he/she likes about the work of others *Know the names of tools, techniques and elements that he/she uses	*Try out different activities and make sensible choices about what to do next *Select particular techniques to create a chosen product and develop some care and control over materials and their use *Give reasons for his/her preferences when looking at art/craft or design work *Know that different artistic works are made by craftspeople from different cultures and times	*Experiment with different materials to create a range of effects and use these techniques in the completed piece of work *Explain what he/she likes or dislikes about their work *Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas *Know about some of the great artists, architects and designers in history and describe their work	*Use taught technical skills to adapt and improve his/ her work *Articulate how he/she might improve their work using technical terms and reasons as a matter of routine *Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied	*Develop different ideas which can be used and explain his/her choices for the materials and techniques used *Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work *Evaluate his/her work against their intended outcome *Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product	*Select ideas based on first hand observations, experience or imagination and develop these through open ended research *Refine his/her use of learnt techniques *Adapt his/her own final work following feedback or discussion based on their preparatory ideas *Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts *Explain and justify preferences towards different styles and artists

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing					
<p>*Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ball-points, chalk and other dry media to represent objects in lines.</p> <p>*Explore mark-making using a variety of tools</p>	<p>*Experiment with tones using pencils, chalk or charcoal</p> <p>*Represent things observed, remembered or imagined using colour/tools</p>	<p>*Explore shading, using different media</p> <p>*Understand and identify key aspects such as complementary colours, colour astone, warm and cold colours</p>	<p>*Draws familiar objects with correct proportions</p> <p>*Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>*Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p> <p>*Plan a sculpture through drawing and other preparatory work</p>	<p>*Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>*Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>*Return to work over longer periods of time and use a wider range of materials</p>	<p>*Begin to develop an awareness of composition, scale and proportion in their work</p> <p>*Use simple perspective in their work using a single focal point and horizon</p> <p>*Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting					
<p>*Explore mark- making using a variety of tools</p>	<p>*Represent things observed, re- membered or imagined using colour/tools</p>	<p>*Explore shading, using different media</p> <p>*Understand and identify key aspects such as complementary colours, colour astone, warm and cold colours</p>	<p>*Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes</p> <p>*Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt Techniques</p> <p>*Use a variety of techniques e.g. marbling</p>	<p>*Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>*Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>* Experiment with using layers and overlays to create new colours/ textures</p> <p>* Return to work over longer periods of time and use a wider range of materials</p>	<p>*Begin to develop an awareness of composition, scale and proportion in their work</p> <p>*Use simple perspective in their work using a single focal point and horizon</p> <p>*Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing					
<p>*Make marks in print using found objects and basic tools and use these to create repeating patterns</p>	<p>*Represent things observed, remembered or imagined using colour/tools</p> <p>*Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings</p>	<p>*Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours</p> <p>*Create printing blocks using relief or impressed techniques</p>	<p>*Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p> <p>*Print on fabrics using tie-dyes or batik.</p>	<p>* Return to work over longer periods of time and use a wider range of materials</p> <p>* Experiment with using layers and overlays to create new colours/textures</p>	<p>*Begin to develop an awareness of composition, scale and proportion in their work</p> <p>*Create intricate printing patterns by simplifying and modifying sketch-book designs</p>

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Textiles					
<ul style="list-style-type: none"> *Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines *Sort, cut and shape fabrics and experiment with ways of joining them 	<ul style="list-style-type: none"> *Represent things observed, remembered or imagined using colour/tools *Experiment with basic tools on rigid and flexible materials *Develop techniques to join fabrics and apply decorations such as a running or over stitch 	<ul style="list-style-type: none"> *Add detail to work using different types of stitch, including cross-stitch 	<ul style="list-style-type: none"> *Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques *Use a variety of techniques e.g. marbling, silkscreen and cold water paste *Print on fabrics using tie-dyes or batik. 	<ul style="list-style-type: none"> *Return to work over longer periods of time and use a wider range of materials * Experiment with using layers and overlays to create new colours/textures 	<ul style="list-style-type: none"> *Begin to develop an awareness of composition, scale and proportion in their work *Follow a design brief to achieve an effect for a particular function *Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sculpture					
<ul style="list-style-type: none"> *Explore mark-making using a variety of tools *Make structures by joiningsimple objects together 	<ul style="list-style-type: none"> *Represent things observed, remembered or imagined using colour/tools *Experiment withbasic tools on rigid and flexiblematerials 	<ul style="list-style-type: none"> *Compare and recreate form of natural and manmade objects 	<ul style="list-style-type: none"> *Plan a sculpture through drawing and other preparatory work *Experiment with creating mood, feeling, movement and areas of interestby selecting appropriate materials and learnt techniques *Use a variety of techniques 	<ul style="list-style-type: none"> *Develop skills in using clay including slabs, coils and slips *Return to work over longer periods of time and use a wider range of materials 	<ul style="list-style-type: none"> *Begin to develop an awareness of composition, scale and proportion in their work *Produce intricate patterns and textures in a malleablemedia *Use different techniques, colours and textures when designing and making piecesof work and explain his/her choices

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage					
<p>*Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines</p>	<p>*Represent things observed, remembered or imagined using colour/tools</p> <p>*Experiment with basic tools on rigid and flexible materials</p> <p>*He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</p>	<p>*He/she is able to create a collage using overlapping and layering</p>	<p>*Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques</p>	<p>*Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures</p> <p>*Experiment with using layers and overlays to create new colours/textures</p> <p>*Return to work over longer periods of time and use a wider range of materials</p>	<p>*Begin to develop an awareness of composition, scale and proportion in their work</p> <p>*Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p>