

# ASTON & COTE CE PRIMARY SCHOOL ART AND DESIGN SKILLS PROGRESSION



NC Objective s	<p style="text-align: center;"><b>Key Stage 1</b></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupils should be taught: To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p style="text-align: center;"><b>Key Stage 2</b></p> <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. In Key Stage 2 pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: ■ To use a range of materials creatively to design and make products ■ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ■ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ■ about the work of a range of artists, crafts makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work Pupils should be taught: ■ To create sketchbooks to record their observations and use them to review and revisit ideas ■ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint, clay) ■ About great artists, architects and designers in history</p>
YEA R	Drawing
1	<ul style="list-style-type: none"> <li>• Experiment with a variety of media.</li> <li>• Begin to control the types of marks made with a range of media.</li> <li>• Draw with imagination.</li> <li>• Draw on different surfaces.</li> <li>• Start to record simple media explorations in a sketchbook.</li> <li>• Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling and blending to create light and dark lines.</li> <li>• Investigate textures by describing, naming, rubbing, copying.</li> <li>• Produce an expanding range of patterns.</li> </ul>

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2	<ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of media.</li> <li>• Control the types of marks made with a range of media.</li> <li>• Draw on different surfaces with a range of media. Use a sketchbook to plan and develop simple ideas.</li> <li>• Continue to investigate tone by drawing light and dark lines, patterns and shapes using a pencil.</li> <li>• Name, match and draw lines and marks from observations. (hatching, scribbling)</li> <li>• Continue to investigate textures and produce an expanding range of patterns.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Begin to control the types of marks made with a range of media.</li> <li>• Control the types of marks made with a range of media.</li> <li>• Draw on different surfaces with a range of media.</li> <li>• Use a sketchbook to plan and develop simple ideas.</li> <li>• Draw from observation and imagination.</li> <li>• Continue to investigate tone by drawing light and dark lines, patterns and shapes using a pencil.</li> <li>• Develop intricate patterns marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>• Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works.</li> <li>• To show an awareness of objects having a third dimension and perspective.</li> <li>• Create textures and patterns with a wide range of drawing implements.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Developing techniques create intricate patterns using different ways or pencil and other implements media to create lines/ marks and develop tone. understand why they best suit.</li> <li>• Draw for a sustained period of time and at appropriate level.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</li> <li>• Have opportunities to develop further drawings featuring the third dimension perspective.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to create a detailed drawing.</li> <li>• Develop a key element of their work: line, tone, pattern, texture. use different techniques for different purposes i.e shading, hatching within their own work.</li> <li>• Use sketchbooks to collect, record and plan for future works.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Develop further simple perspective in using a single focal point and horizon.</li> <li>• Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Draw for a sustained period of time number of sessions working on one piece. Develop their own style of drawing through: line, tone, pattern, texture. Use different techniques for different purpose i.e. shading, hatching within their own work, understanding which works well in their work and why.</li> <li>• Develop their own style using tonal contrast mixed media.</li> <li>• Use sketchbooks to collect, record and plan for future works.</li> </ul>

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	<ul style="list-style-type: none"> <li>Adapt that work according to their views and describe how they might develop it further.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop awareness of composition, scale and proportion in their paintings.</li> </ul>
<b>Painting</b>	
<b>1</b>	<ul style="list-style-type: none"> <li>Explore with a variety of media; different brush sizes and tool. explore lightning and darkening paint without the use of black or white.</li> <li>Begin to control the types of marks made with a range of media.</li> <li>Paint on different services with a range of media.</li> <li>Start to record simple media explorations in a sketchbook.</li> <li>Start to mix a range of secondary colours, moving towards predicting resulting colours .</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Begin to control the types of marks made with a range of painting techniques eg. layering, mixing media, and adding texture.</li> <li>Continue to experiment in lighten and darkened without the use of black and white.</li> <li>Begin to mix colour shades and tones.</li> <li>Using sketchbook to plan and develop simple ideas and continue to store information on colour mixing, the colour wheel and colour spectrums.</li> <li>Continue to control the types of media.</li> <li>Use a brush to produce marks appropriate to work. Eg. small brush for small marks.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, ashes, thickened and paint creating textural effects.</li> <li>Use of light and dark within painting and begin to explore complimentary colours. mix colour, shades and tones with increasing confidence.</li> <li>Use a sketchbook to record media explorations, experimentations as well as try out ideas, plan colours and collect source material for future works.</li> <li>Confidently create different effects and textures will paint according to what they need for the task.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Confidently control types of marks made an experiment with drawing effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start developing painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Use light and dark within painting show understanding of complementary colours.</li> <li>Mix colour, shades and tones with increasing confidence.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, try out ideas, plan colours and collect source materials for future works.</li> <li>Start to look at working style of a selected artist.(not copying)</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures.</li> <li>Mix and match colours to create atmosphere and light effects.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>• Start to develop their own style using tonal contrast and mixed media.</li> <li>• Recognise the art of key artists and begin to place them in key movements or historical events.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Work in a sustained and independent way to develop their own style of painting.</li> <li>• This style may be through the development of colour, tone and shade. purposely control the types of marks made an experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>• Mix colour, shades and tones of confidence building on previous knowledge.</li> <li>• Understanding which works well in their work and why.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning on collecting source material.</li> </ul>

Sculpture, 3D	
1	<ul style="list-style-type: none"> <li>• Experiment in a variety of malleable media such as clay, papier mache, salt-dough, Modroc.</li> <li>• shape and model materials for a purpose. Eg. Pot, tile from observation and imagination.</li> <li>• Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading.</li> <li>• Impress and apply simple decoration techniques; impressed, painted, applied.</li> <li>• Use tools and equipment safely and in the correct way.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Use equipment and media with increasing confidence.</li> <li>• Shape, form, construct an model from observation and imagination.</li> <li>• Use a sketchbook and plan and develop simple ideas and making simple informed choices in media.</li> <li>• Demonstrate experience in surface patterns/textures and use them when appropriate.</li> <li>• Explore carving as a form of 3D art.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Use equipment and media with confidence.</li> <li>• Learn to secure work to continue at a later date.</li> <li>• Join to part successfully.</li> <li>@?</li> <li>• Construct a simple base for extending and modelling other shapes.</li> <li>• Use a sketchbook plan, collect and develop ideas.</li> <li>• Try out media explorations on experimentations as well as try out ideas.</li> <li>• Produce more intricate surface patterns textures and use when appropriate.</li> <li>• Produce larger ware using/pinch/slab/coil techniques.</li> </ul>

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	<ul style="list-style-type: none"> <li>Continue to explore carving as a form of 3D art.</li> <li>Use language appropriate to skill and technique.</li> </ul>
4	<ul style="list-style-type: none"> <li>Work in a safe and organised way, caring for equipment.</li> <li>Secure work to continue at a later date. Make a slip to join two pieces of clay.</li> <li>Decorate, coil and produce Marquettes confidently when necessarily.</li> <li>Model over an armature: newspaper frame for Modroc.</li> <li>Use recycled, natural man-made materials to create sculptures.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> <li>Adapt work where necessary and explain why. gain more confidence in carving as a form of 3d.</li> <li>Use language appropriate to skill and technique.</li> <li>Demonstrate awareness environmental sculpture an found object art. show awareness of the effect of time upon sculptures.</li> </ul>
5	<ul style="list-style-type: none"> <li>Work in a safe and organised way, caring for equipment.</li> <li>Secure work to continue to later date. Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop an understanding of different ways of finishing work: glaze, paint, polish.</li> <li>Gain experience and modelling over an armature: newspaper frame for Modroc.</li> <li>Use recycled, natural and man-made materials to create sculptures, confidently and successfully joining.</li> <li>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketchbook to plan how to join parts of the sculpture.</li> <li>Adapt work as and when necessary and explain why. Confidently carve a simple form. Use language appropriate to skill and technique.</li> <li>Compare the style of different styles and approaches, Moore, Aztec.</li> </ul>
6	<ul style="list-style-type: none"> <li>Work in a safe and organised way caring for equipment.</li> <li>Secure work to continue to later date. Model and develop work through a combination of pinch, slab and coil.</li> <li>Work around armatures or over constructive foundations.</li> <li>Demonstrate experience in the understanding of different ways of finishing work: glaze, paint and polish. demonstrate experience in relief and free-standing work, using a range of media.</li> <li>Recognise sculptural forms in the environment: furniture, buildings.</li> <li>Use sketchbooks to collect and record visual information from different sources.</li> <li>Use the sketchbook to plan how to join parts of the sculpture.</li> <li>Annotate work in sketchbook. confidently carve a simple form. Solve problems as they occur.</li> <li>Use language appropriate to skill and technique.</li> </ul>

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Printing	
1	<ul style="list-style-type: none"> <li>Explore printing simple pictures with a range of hard and soft materials eg. Cork, sponge. demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment in media correctly and be able to produce a clean printed image. explore printing in relief: string and card.</li> <li>Begin to identify forms of printing: books, posters, pictures and fabrics.</li> </ul>
2	<ul style="list-style-type: none"> <li>Continue to explore printing simple pictures with a range of hard and soft materials eg. Cork and sponge.</li> <li>Demonstrate experience at impressed printing: drawing into ink, printing from objects.</li> <li>Use equipment and media correctly and be able to produce a clean printed image.</li> <li>Make simple marks on rollers and printing pallets.</li> <li>Take simple prints i.e mono-printing. use a sketchbook to plan and develop simple ideas and collect textures patterns to inform other work.</li> <li>Experiment with overprinting motifs and colour.</li> </ul>
3	<ul style="list-style-type: none"> <li>Print simple pictures using different printing techniques.</li> <li>Continue to explore both mono-printing and relief printing.</li> <li>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source materials for future work.</li> <li>Demonstrate experience in 3 colour printing.</li> <li>Explore the work of a range of artists, craft makers or designers, describing the differences and similarities between different practises and disciplines and making links to their own work.</li> <li>Demonstrate an experience in combining prints taken from other objects to produce an end piece.</li> </ul>
4	<ul style="list-style-type: none"> <li>Increase awareness of mono and relief printing.</li> <li>Demonstrate experience in fabric printing.</li> <li>Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source materials for future works</li> <li>Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce an end piece.</li> <li>Create repeating patterns.</li> </ul>
5	<ul style="list-style-type: none"> <li>Use tools in a safe way. Continue to gain experience in overlaying colours.</li> <li>Start to overlay prints with the other media. Use print as a starting point to embroidery.</li> <li>Show experience in a range of mono print techniques. Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.</li> </ul>
6	<ul style="list-style-type: none"> <li>Develop ideas from a range of sources.</li> <li>See positive and negative shapes.</li> <li>Demonstrate experience and a range of printmaking techniques.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Describe techniques and processes.</li> <li>• Use sketchbooks to collect and record visual information from different sources as well as planning and collating source material.</li> <li>• Adapt that work according to their views and describe how they might develop it further.</li> <li>• Annotate work in sketchbook.</li> <li>• Develop their own style.</li> </ul>
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Textile	
1	<ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Have experience in colouring textiles: printing, fabric crayons.</li> <li>• Use more than one type of stitch.</li> <li>• Explain how to thread a needle and have a go.</li> <li>• Have some experience of weaving and understand the process and some techniques.</li> <li>• Begin to identify different types and textures of fabric and materials for collage use appropriate language to describe colours, media, equipment and textures.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Begin to identify different forms of textiles.</li> <li>• Match and sort fabrics and threads for colour, texture, length, size and shape. gain confidence in stitching two pieces of fabric.</li> <li>• Explain how to thread a needle and have a go.</li> <li>• Use and continue to gain experience in weaving, both by 3D and flat ie. grass through twigs, carrier bags on a bike wheel.</li> <li>• Use a sketchbook to plan and develop simple ideas and making informal informed choices in media.</li> <li>• Change and modify threads and fabrics, knotting, fraying, ringing, pulling threads, twisting, plaiting.</li> <li>• Gain experience in applying colour with printing, dipping, fabric crayons.</li> <li>• Create and use dyes i.e onion skins, tea and coffee</li> </ul>
3	<ul style="list-style-type: none"> <li>• Show an awareness and name a range of fabrics.</li> <li>• Use a variety of techniques eg printing, dying, weaving and stitching to create different textural effects.</li> <li>• Apply decoration using beads, buttons, feathers etc.</li> <li>• Continue to gain experience in applying colour with printing.</li> <li>• Explore using resist paste and batik.</li> <li>• Show further experience in changing and modifying threads and fabrics, Knotting fraying, fringing, pulling threads, twisting and plaiting.</li> <li>• Use a sketchbook to plan, collect and develop ideas.</li> <li>• To record textile explorations and experimentation as well as trying out ideas.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>

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4	<ul style="list-style-type: none"> <li>• Plan a design and in a sketchbook and execute it use a technique as a basis for stitch embroidery.</li> <li>• Apply decoration using needle and thread buttons, sequence.</li> <li>• Become confident in applying colour with printing, tie dye.</li> <li>• Create new dyes.</li> <li>• Use resist paste batik.</li> <li>• Use sketchbooks to collect and record visual information from different sources.</li> <li>• To record textile explorations as experimentations as well as try out ideas.</li> <li>• Adapt work as and when necessary and explain why change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique.</li> <li>• Demonstrate experience in looking at fabrics from other countries.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Use a variety of techniques for example printing, dying, weaving and stitching to create different textural affects.</li> <li>• Demonstrate experience in 3D weaving.</li> <li>• Produce 2 colour tie-dye.</li> <li>• Continue to gain experience in batik, use more than one colour.</li> <li>• Plan a design in a sketchbook and execute it.</li> <li>• Use a sketchbook to plan how to join parts of the sculpture demonstrate experiencing combining techniques to produce them piece eg. embroidery over tie dye.</li> <li>• Show awareness of the skills involved in aspects such as knitting, crochet, change and modify threads and fabrics.</li> <li>• Use language appropriate to skill and technique</li> </ul>
6	<ul style="list-style-type: none"> <li>• Experiment with a variety of techniques exploiting ideas from sketchbook.</li> <li>• Use a few different stitches creatively to produce different patterns and textures.</li> <li>• Working 2D and 3D is required.</li> <li>• Design, plan and decorate a fabric piece.</li> <li>• Recognise different forms of textiles and express opinions on them.</li> <li>• Use sketchbooks to collect record visual information from different sources.</li> <li>• Use the sketchbook to plan how to join parts of the sculpture adapt their work according to their views and describe how they might develop it further annotate work in sketchbook.</li> <li>• Use language appropriate to skill and technique.</li> </ul>

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