

Art and Design Progression of Skills - Great Binfields Primary

Thread	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		
Developing Ideas	<ul style="list-style-type: none"> • Look and talk about what they have produced • describing simple techniques and media used. 	Print making	<ul style="list-style-type: none"> • Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. • Develop simple patterns by using objects. • Enjoy using stencils to create a picture.
Drawing	<ul style="list-style-type: none"> • Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. • Use and begin to control a range of media. • Draw on different surfaces and coloured paper. • Produce lines of different thickness and tone using a pencil. • Start to produce different patterns and textures from observations, imagination and illustrations. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> • Enjoy playing with and using a variety of textiles and fabric. • Decorate a piece of fabric. Show experience in simple stitch work. • Show experience in simple weaving: paper, twigs. • Show experience in fabric collage: layering fabric. • Use appropriate language to describe colours, media, equipment and textures.
Painting	<ul style="list-style-type: none"> • Enjoy using a variety of tools including different size/ size brushes and tools • i.e. sponge brushes, fingers, twigs. • Recognise and name the primary colours being used. • Mix and match colours to different artefacts and objects. • Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. 	Responding to Art	<ul style="list-style-type: none"> • Look and talk about what they have produced, describing simple techniques and media used.
3D	<ul style="list-style-type: none"> • Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. • Cut shapes using scissors and other modelling tools. • Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials. 	Collage	<ul style="list-style-type: none"> • Handle, manipulate and enjoy using materials. • Create simple collages using a range of natural and manmade objects. • Select, sort, tear and glue down items to create a simple collage. • Use appropriate language to describe colours, media, equipment and textures.

Art and Design Progression of Skills - Great Binfields Primary

Thread	Year 1 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 To know 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.				
Developing Ideas	<ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. 	Print making	<ul style="list-style-type: none"> Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Experience impressed printing: e.g. printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Explore printing in relief. Begin to identify forms of printing: Books, posters, pictures, fabrics. Use printmaking to create a repeating pattern. 	Collage	<ul style="list-style-type: none"> Make collages using a range of large and small objects. Sort materials for collage according to their different qualities e.g. colour, shiny, matt etc Discuss how different forms of textiles create objects e.g. clothing, furnishings. Arrange a glue materials to different backgrounds.
Drawing	<ul style="list-style-type: none"> Draw and experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. 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/dark lines. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying and collaging. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art. Use printmaking to create a repeating pattern. 		
Painting	<ul style="list-style-type: none"> Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. 	Art through technology	<ul style="list-style-type: none"> Take a self-portrait or a photograph. Use a simple computer paint program to create a picture 		
3D	<ul style="list-style-type: none"> Experiment in a variety of malleable media such as clay, papier-mache, salt dough, Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way. 	Responding to Art	<ul style="list-style-type: none"> Look at and talk about own work and that of other artists and the techniques they have used. Expressing their likes and dislikes. Explore 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 		

Art and Design Progression of Skills - Great Binfields Primary

Year 2

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

To know 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.

Thread	<p style="text-align: center;">Art and Design Progression of Skills - Great Binfields Primary Year 2 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 To know 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>Developing Ideas</p>	<ul style="list-style-type: none"> Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work. 	<p>Print making</p>	<ul style="list-style-type: none"> Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono -printing. Experiment with overprinting motifs and colour. 	<p>Collage</p>	<ul style="list-style-type: none"> Can select, sort and modify by, cutting, tearing with care before adding other marks and colour to represent an idea. Use adhesives to select and place cut and torn shapes onto a surface to convey an idea. In collage, develop skills in overlapping and overlaying to create effect.
<p>Drawing</p>	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B) 	<p>Texture, pattern, colour, line and tone.</p>	<ul style="list-style-type: none"> Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Use natural materials to consider pattern and texture (e.g. stones, leaves, feathers, sticks, grasses, shells) Express links between colour and emotion. 		
<p>Painting</p>	<ul style="list-style-type: none"> Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Build information on colour mixing, the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media such as crayons, pastels, felt tips, charcoal, pen and chalk. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks. 	<p>Art through technology</p>	<ul style="list-style-type: none"> Understand how to use 'zoom' to show an object in detail – e.g. using a viewfinder to focus on a specific part of an artefact before drawing it 		
<p>3D</p>	<ul style="list-style-type: none"> Use equipment and media with increasing confidence. Use clay or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc... Explore carving as a form of 3D art 	<p>Responding to Art</p>	<ul style="list-style-type: none"> Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work. Express thoughts and feelings about a piece of art. Reflect and explain the successes and challenges in a piece of art created. Explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further. 		

Art and Design Progression of Skills - Great Binfields Primary

Thread	Year 3 To create sketch books 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] To know about great artists, architects and designers in history.				
Developing Ideas	<ul style="list-style-type: none"> ● Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future work. ● Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. ● Identify interesting aspects of objects as a starting point for work. ● Use a sketch book to express feelings about a subject ● Make notes in a sketch book about techniques used by artists ● Annotate ideas for improving their work through keeping notes in a sketch book 	Print making	<ul style="list-style-type: none"> ● Print simple pictures using different printing techniques. ● Continue to explore both mono-printing and relief printing in simple patterns. ● Demonstrate experience in 3 colour printing. ● Demonstrate experience in combining prints taken from different objects to produce an end piece. 	Collage	<ul style="list-style-type: none"> ● Use collage as a means of collecting ideas and information and building a visual vocabulary. ● Select colours and materials to create effect, giving reasons for their choices; ● Refine work as they go to ensure precision;
Drawing	<ul style="list-style-type: none"> ● Develop intricate patterns/ marks with a variety of media. ● To demonstrate in different grades of pencil and other implements to draw different forms and shapes. ● Begin to indicate facial expressions in drawings. ● Begin to show consideration in the choice of pencil grade they use. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> ● Create textures and patterns with a wide range of drawing implements. ● Create textures and patterns with a wide range of drawing implements. ● Create art works from natural materials to show an awareness of different viewpoints of the same object. 		
Painting	<ul style="list-style-type: none"> ● Use a range of brushes to demonstrate increasing control of the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint to create textural effects. ● Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. ● Become increasingly confident in creating different effects and textures with paint according to what they need for the task. ● Understand how to create a background using a wash 	Art through technology	<ul style="list-style-type: none"> ● Use printed images taken with a digital camera and combine them with other media to produce art work ● Use IT programs to create a piece of work that includes their own work and that of others (e.g. using the internet) ● Take photographs and explain their creative vision 		
3D	<ul style="list-style-type: none"> ● Use equipment and media with confidence. ● Begin to show an awareness of objects having a third dimension and perspective. ● Learn to secure work to continue at a later date. ● Join two parts successfully. ● Construct a simple base for extending and modelling other shapes. ● Produce larger ware using pinch/ slab/ coil techniques. ● Continue to explore carving as a form of 3D art. ● Use language appropriate to skill and technique. 	Responding to Art	<ul style="list-style-type: none"> ● Continue to explore 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 ● Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques. ● Respond to art from other cultures and other periods of time. 		

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Thread	Year 4 To create sketch books 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] To know about great artists, architects and designers in history.				
Developing Ideas	<ul style="list-style-type: none"> 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. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work 	Print making	<ul style="list-style-type: none"> Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Continue to experience in combining prints taken from different objects to produce a new piece. Create repeating patterns. 	Collage	<ul style="list-style-type: none"> Learn and practice a variety of techniques, e.g. overlapping, tessellation, mosaic and montage Use key vocabulary to demonstrate knowledge and understanding in this strand: texture, shape, form, pattern, mosaic
Drawing	<ul style="list-style-type: none"> Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect 		
Painting	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with Use light and dark within painting and show understanding of complimentary and contrasting colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying). 	Art through technology	<ul style="list-style-type: none"> Create a piece of art which includes integrating a digital image they have taken. Take a photo from an unusual or thought-provoking viewpoint 		
3D	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Make a slip to join to pieces of clay and use recycled, manmade materials to create sculptures. Decorate, coil, and produce maquettes confidently when necessary. Adapt work as and when necessary and explain why. Gain more confidence in carving as a form of 3D art. Use language appropriate to skill and technique. Demonstrate awareness in environmental sculpture and found object art. 	Responding to Art	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Begin to explore a range of great artists, architects and designers in history. 		

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Thread	Year 5 To create sketch books 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] To know about great artists, architects and designers in history.				
Developing Ideas	<ul style="list-style-type: none"> Use sketchbooks to plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further 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. Adapt work as and when necessary and explain why. 	Print making	<ul style="list-style-type: none"> Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media and explore negative space. Use print as a starting point to embroidery. Show experience in a range of mono print techniques. 	Collage	<ul style="list-style-type: none"> Add collage to a painted or printed background; Create and arrange accurate patterns Use a range of media to create collage.
Drawing	<ul style="list-style-type: none"> Work in a sustained and independent way to create a detailed drawing. 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. Start to develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. 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 viewfinders. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> Use of tones and tints, light and shade becomes increasingly subtle as understanding and skill in using the techniques develops. 		
Painting	<ul style="list-style-type: none"> Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge when painting. Start to develop their own style using tonal contrast and mixed media. 	Art through technology	<ul style="list-style-type: none"> Scan an image or take digital photographs and use software to alter them, adapt them and create work with meaning. Compose a photo with thought for textural qualities, light and shade 		
3D	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce endpieces. Develop understanding of different ways of finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Show increasing confidence to carve a simple form. Use language appropriate to skill and technique. 	Responding to Art	<ul style="list-style-type: none"> Recognise the art of key artists and begin to place them in key movements or historical events. Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/changes and see how they can be developed further. Identify artists who have worked in a similar way to their own work. Explore a range of great artists, architects and designers in history. Compare the style of different styles and approaches. 		

Art and Design Progression of Skills - Great Binfields Primary

Year 6

**To create sketch books 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]
To know about great artists, architects and designers in history.**

Thread					
Developing Ideas	<ul style="list-style-type: none"> Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material. Annotate work in sketchbook with critique and addressing feelings portrayed. Use the sketch book to plan how to join parts of the sculpture. Annotate work in sketchbook. 	Print making	<ul style="list-style-type: none"> Demonstrate experience in a range of printmaking techniques. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media. 	Collage	<ul style="list-style-type: none"> Use collage as a means of extending work from initial ideas. Use a range of mixed media when collaging. Plan and design a collage Use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.
Drawing	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings. 	Texture, pattern, colour, line and tone.	<ul style="list-style-type: none"> Consider the use of colour for mood and atmosphere. 		
Painting	<ul style="list-style-type: none"> Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why. 	Art through technology	<ul style="list-style-type: none"> Have opportunity to explore modern and traditional artists using ICT and other resources. Combine a selection of images using digital technology considering colour, size and rotation 		
3D	<ul style="list-style-type: none"> Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Model and develop work through a combination of pinch, slab, and coil. Work around armatures or over constructed foundations. Demonstrate experience in the understanding of different ways of finishing work: glaze, paint, polish. Demonstrate experience in relief and freestanding work using a range of media. Recognise sculptural forms in the environment: Furniture, buildings. Confidently carve a simple form. Solve problems as they occur. Use language appropriate to skill and technique. 	Responding to Art	<ul style="list-style-type: none"> Discuss and review own and others work, expressing thoughts and feelings explaining their views. Explore a range of great Artists, architects and designers in history and identify artists who have worked in a similar way to their own work. 		