Art and Design Progression of Skills

Oriel Academy West London
an Aspirations Academy

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. You should focus on one of these skills each half term, although you may find some objectives cross over into other units too. Digital art such as graphic drawing programs and photography may be used throughout.

	Drawing	Painting	Printing	Collage	ICT Photography	Sculpture	Sketchbooks
Nursery	-Explore colour and how colour can be changed. -Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. -Begin to be interested in and describe the texture of things. -Realise that tools can be used for a purpose. -Begin to make marks, draw themselves/ others	-Experimenting with a range of colours -Use of primary colours	-Using hands to make prints	-Tearing and cutting paper to make a collage	-Using simple equipment to create a picture	-Experiment with junk modelling	N/A
Reception	-Explore what happens when they mix colours. Experiment to create different textures. -Manipulate materials to achieve a planned effect - Constructs with a purpose in mind using a variety of resources. -Understand that different media can be combined to create new effects. -Begin to draw portraits **ELG:** -Safely use and explore a variety of materials, tools and techniques. - Experiment with colour, design, texture, form and function.	- Understanding of primary and secondary colours -Mixing colours together, observing what happens and how colours change	-Use a range of materials to print (sponges, fruit and shapes)	-Deciding how to use collage to create an end product	-Completing a simple programme to create a picture (ipads, chromebooks)	-Use junk modelling to create objects -Explain what I am making and why I am using certain materials	N/A

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	Drawing	*Painting*	*Printing*	*Collage*	*ICT Photography*	*Sculpture*	*Sketchbooks*
Year 1	-Investigate thickness and size of marks -Colouring within lines -Work out ideas through drawing **-Look at drawings and comment thoughtfully, begin to discuss use of shadows, use of light and dark.** **-Draw a way of recording experiences and feelings.** **-Sketch to make quick records of something.**	- Using thick and thin brushes - Experimenting with primary and secondary colours	-Printing on paper/ textiles -Using printing to create a product -Using repearing patterns	-Gather and sort materials they need to create a collage	-Can hold and use a camera to capture with clear intention -Can control focus and zoom	-Use tools to create sculptures -Create different shapes -Cut, roll and coil materials (clay, dough, plasticine)	-Begin to demonstrate my ideas through photographs and in my sketchbooks
Year 2	-Showing pattern and texture with dots and lines -Use of colour to demonstrate tone -Create texture through dots **-Experiment with tools and surfaces** **-Continue to draw a way of recording experiences and feelings.**	-Create tints and tones through using black and white -Creating colour wheels	-Using the environment to mimic prints -Using repetition and overlapping prints	-Working in a group to make a collage -Explain why they have chosen certain materials -Use repeated patterns in collages	-Can select photographs for a theme, creative purpose or to provide ideas for their own work -Can open and use an art program, selecting simplet tools to create lines, shapes and colour -Can copy and paste areas of an image	-Add line and shape to my sculpure -Use a variety of materials to create a sculpture	-Set out ideas using annotation in sketchbooks -Keep notes in sketchbooks as to how changes have been made to work

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	Drawing	*Painting*	*Printing*	*Collage*	*ICT Photography*	*Sculpture*	*Sketchbooks*
Year 3	As Year 2 plus, - Experiment with different grades of pencil to show tone and texture - Encourage more accurate drawings of people - Experiment with different types of line to create a composition e.g. thick and thin, wavy,	- Introduce different types of brushes for specific purposes. - Begin to apply colour using dotting, scratching, splashing to imitate an artist. - Pointillism – control over coloured dots, so tone and shading is evident - Can predict colour mixing results withjn	- Understand the processes used to create a simple print - Explore colour mixing through overlapping colour prints deliberately. - Explores images through mono-printing on a variety of papers - Use the equipment and media with increasing confidence.	- Can use ripping as a technique for collage - Experiment with a range of media to create texture (overlapping, overlaying) - Use various collage materials to make a specific picture.	- Experiment with drawing lines and shapes. - Experiment with different colours and patterns. -Plan the use of a camera to take a specific photo - Modify an image on the computer to create the best quality image	- Can shape, form, model and construct from observation. -Can work safely, - Plan and develop ideas in sketchbook and make simple choices about media. - Begin to have some thought towards size	-Use my sketchbook to express feelings about a subject and to describe likes and dislikes -Suggest improvements to my work by keeping notes in my sketchbook

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	curved. - Use different media to achieve variations in line, tone, texture, colour, shape and pattern	increasing accuracy – colour wheel				- Understand different adhesives and methods of construction	
Year 4	As Year 3 plus, - Express different feelings through drawing - Can draw whole sketches with detail of surroundings - Identify and draw the effect of light (shadows) on a surface, on objects and people. - Introduce the concepts of scale and proportion.	- Make the colours shown on a commercial colour chart. - Work with one colour against a variety of backgrounds. - Observe colours on hands and faces - mix flesh colours. - Can understand how to use tints and tones - to lighten and darken with the use of black and white. - Use of colour to reflect mood	- Interpret environmental and manmade patterns and form - Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc - Select own materials to print with in order to achieve the effect the want	-Can use the natural / town environment as a stimulus for a mixed media work to convey meaning -Can make a representational textured image from found textures that have been selected -Can experiment with creating mood, feeling, movement and areas of interest using different media	- Can use zoom to best frame an image and photograph from dynamic viewpoints - Can change the camera settings such as flash, to best capture an image in low light conditions - Can animate a simple sequence of marks over several frames to make a time based presentation/ animation	- Plan and develop ideas in sketchbook and make informed choices about media. - Investigate, analyse and interpret natural and manmade forms of construction. - Discuss own work and work of other sculptors with comparisons made - Show an understanding of shape, space and form	-Keep notes about the purpose of my work in my sketchbook -Use my sketchbook and compare and discuss ideas with others
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Year 5	- Use a variety of source materials - Look at the effect of light on an object from different directions. - Can use language appropriate to skill and techniques. - Can begin to create depth in a composition through the use of perspective	- Can begin to use tints in their work. - Explore the texture of paint very wet and thin or thick and heavy - add PVA to the paint. - Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. - Can confidently work from direct observation	- Choose inks and overlay colours - Organise their work in terms of pattern, repetition, symmetry and random printing styles. - Designs prints for fabrics, book covers and wallpaper - Discuss and evaluate own work and that of others	-Can embellish a surface using a variety of techniques, including drawing, painting and printing -Can select and use cutting tools and adhesives with care to achieve a specific outcome	- Can use a digital camera to capture objects to be cut and pasted into another image to create a digital collage - Can plan, take and digitally process photographs for a creative purpose, working as part of a group - take photographs to provide content to be cut and pasted / superimposed into other photographic images	-Plan a sculpture through drawing and other preparatory work -Describe the different qualities involved in sculpting -Use recycled, natural and man-made resources to create sculpture -Produce more intricate patterns and texture within sculptures.	-Keep notes in my sketchbook as to how I might develop my work further -Use my sketchbook so it contains detailed notes, and quotes explaining about items -Combine graphics and text-based research of commercial design, for example, magazines etc., to influence the layout of my sketchbooks
Year 6	- Can select different techniques for different purposes: shading, smudging - Can use mixed media in completed work. - Produce increasingly detailed preparatory sketches for painting and other work.	- Explore the use of texture in colour (link to texture unit) with sawdust, glue, shavings, sand and on different surfaces. - Can paint using a limited palette – eg, shades of 1 colour only - Consider artists use of colour and application of it - Can confidently work from imagination.	- Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief - Recreates a scene remembered, observed or imagined, through collage printing - Can produce detailed relief print. - Can screen print - Able to alter and modify own work	-Can select and use found materials with art media and adhesives to assemble and represent a surface or thing -Can embellish decoratively using more layers of found materials to build complexity and represent the qualities of a surface or thing	-Can create simple images on photographic paper by placing shapes and materials on paper and fixing -Can take and assemble a sequence of photos to make a flick book and give impressions of movement -Can use a DV camcorder demonstrating how a camera captures photographic images as a video with a time duration.	-Makes imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings -Work directly from imagination with confidence -To be able to consider the properties of media being used and use appropriate media for a specific purpose	- Create sketchbooks to record observations and use them to review and revisit ideas