**The Arches Primary School Progression and Key Skills for Art and Design**

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| Skills  &  Techniques | | Years 1 and 2 | Year 3 | | Year 4 | | | Year 5 | Year 6 | |
| Pupils should be taught to:   * Use a range of materials creatively to design and make products * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | Pupils should be taught to:   * Create sketch books to record their observations and use them to review and revisit ideas * Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay) | | | | | | | |
| Knowledge  About  Artists | | Pupils should be taught:   * 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 | Pupils should be taught:   * About great artists, architects and designers in history | | | | | | | |
| **Key Stage 1:** | | | | | | | | | | |
| Use a range of materials to make and design products | | Year 1 | | | | Year 2 | | | | |
| * Investigate different materials and how they can be adapted, including experimenting with pleating, cutting and folding paper and thin card to understand the difference between 2d and 3d * Explore a range of mediums and discover their range of effects when designing and making a product | | | | * Investigate different methods of designing; including drawing and uses of ICT. Decide on methods, materials and processes * Use a range of medium to design products and decide on a preference * Experiment with different types of materials to design and make products | | | | |
| Share ideas, experience and imagination | | * Share ideas about what art and where it can be found * Work as part of group to create a piece of work and also create work independently * Draw from imagination, observation and memory to design things, record observations, tell stories and express thoughts and feelings to others | | | | * Observe different artists by having the opportunity of seeing real art and identifying possible inspiration behind the artist’s work * Discover together how to use drawings as a precursor for other art work, including for example in a class sketch book * Make art individually and collaboratively, sharing ideas for design, technique and use of materials | | | | |
| Develop a range of art and design techniques | | * Collage: Find out how to make collage pictures for particular purposes by cutting, tearing and sticking varied papers and objects to a background * Drawing 2d: Create drawings (observational and imagination) by understanding that they are made using lines to create shapes, patterns, textures and can be added to with dark and light tones * Paint 2d: Experiment with different marks, shapes and patterns that can be made with paint. Explore the effect of adding other materials to paint such as sand, glitter and PVA glue * Textiles: Investigate weaving, with fabric on a card loom or using strips of paper, making choices about colours and textures. Experiment with plaiting and dip dye. * 3D: Using junk materials (and/or crumpled newspaper/carrier bags covered with layers of PVA and paper, adding decoration and colour) to design and make a 3d object. | | | | * Collage: Experiment with a range of materials and methods to create a variety of textures. Identify how to cut shapes accurately from paper and thin card and cut different kinds of line. * Printing: Understand that the purpose of print making is to create multiple images and patterns. Mimic print from the environment e.g. wallpapers. Make mono prints by spreading paint. Experiment with a variety of objects to create a print. Press, roll, rub and stamp to make prints. * ICT: Experiment with digital media to use a wide range of tools to create different textures, lines and tones, colours and shapes. * 3d Clay: Make models in clay or other malleable materials for particular purposes. Discover hot to join two pieces of clay so they won’t fall apart by roughing both surfaces with a toothbrush. Learn how to roll an even slab of clay by using a rolling pin on top of two wooden batons. | | | | |
| Study a range of artists | | * Look at and talk about the work of artists who use different kinds of techniques including drawing, collage, use of ICT etc. * Create a piece in the styles of an artist. | | | | * Discuss and describe the work of notable artists, artisans and designers. Use some of the studied artists to create pictures in the style of their works, copying techniques to reproduce the art work. | | | | |
| **Key Stage 2:** | | | | | | | | | | |
| Create a sketching collection | Year 3 | | | Year 4 | | | Year 5 | | | Year 6 |
| Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.   * Sketch a collection of observational drawings and ideas using line, tone, texture and shading. * Draw accurately from observation. * Draw from imagination and memory. * Draw lines of different sizes and thicknesses. * Colour neatly following the lines. * Experiment with grip to assist drawing styles. | | | Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.   * Sketch collection of observational and imagined drawings and ideas using line, tone texture, shading, hatching and cross hatching. * Work with a range of different materials for drawing including pen and ink. * Use a view finder to select a subject area for drawing. | | | Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.   * Sketch collection of observational drawings and ideas using a variety of techniques including reflections, shadow, and direction of sunlight, movement and perspective. * Use drawing confidently in a variety of styles as appropriate to task. * Draw accurately from observation- using and talking about their use of tone, pattern and texture, line and shape. * Draw from imagination and memory to design and illustrate. * Develop accuracy and expression in their drawings including the human figure. | | | Children create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.   * Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, and direction of sunlight, movement and perspective. * Show confidence in using a variety of drawing mediums including ink and pen. * Choose and combine different drawing materials as appropriate to task and purpose. * Accurately able to express ideas in drawings. * Able to talk about their own preferred style of drawing and make comparisons with that of others pupils. |
| Improve mastery of art and design techniques | * Printing: Mastered printing techniques of using layers of colour and repeating patterns. Learn how to use polystyrene. * 2d Painting: Master painting techniques through the creation of shape, texture, pattern and lines using thick and thin brushes. Mix colours effectively. * Collage and Sculpture: Select and arrange materials for a striking effect when creating a collage and sculpture. | | | * 3d: Select and arrange 3d materials to convey feelings, expression, movement when creating collage and sculpture. * ICT: Use ICT software to make art works by cropping, cutting and pasting their own images. Make digital artworks that respond to or extend work in other areas of the curriculum. Collect images from the internet and store in a folder. Create images, video and sounds recordings and explain why they were created. * Textiles: Shape and stitch materials. Use basic cross stitch and back stitch. Colour fabric. Create weaving. Quilt, pad and gather fabric. | | | * 2d: Create painting through the use of a colour palette and combine colours, tones and tints to enhance mood. Create paints by combining colours tones and tints to enhance the mood of a piece. * 3d: Create textures to combine visual and tactile qualities and create real life or abstract proportions when creating collage or sculpture. * Textile: Silk painting: Master techniques of building up layers colours and shapes. Use fabric printing techniques and explore using dyes. * Printing: Master printing techniques and make appropriate and effective choices in use of visual elements to reflect the purpose of work. | | | * ICT: Take digital photos, thinking about angle, light, position and distance. Create an art presentation on a theme or artist. Look at or talk about artists using digital media. * 2d: Create paintings by using and combining colours, tones and tints to enhance the mood of a piece. * 3d: Make effective and exciting choices when creating textures to combine visual and textile qualities and create real life and abstract proportions when creating collage and sculpture. * Textile: Explore specialised techniques such as batik and felt making. Combine previously learned techniques to create pieces. |
| ;earn about and take inspiration from notable artists / architects / designers | * Replicate some of the techniques used by notable artists, artisans and designers. * Look at and talk about the work of artists. | | | * Create original pieces that are influenced by the studies of notable artists, artisans and designers. * Look at and talk about the work of artists who use different mediums and identify what techniques may have been used. | | | * Show and explain the influence of notable artists, artisans and designers within their work. * Look at and talk critically about and get inspiration from the work of artists using a variety of approaches to all aspects of art. | | | * Create original pieces that show a range of influences and styles from notable artists, artisans and designers. * Show how the work of those studied was influential in both society and to other artists. |