

Art and Design Progression of Skills EYFS - Y6

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Thread	<ul style="list-style-type: none"> ▪ Early Learning Goal: ▪ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	<ul style="list-style-type: none"> ▪ 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 and range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work. 		<ul style="list-style-type: none"> ▪ 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 (pencil, charcoal, paint, clay) ▪ About great artists, architects and designers in history. 			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing ideas	<ul style="list-style-type: none"> ▪ Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> ▪ Start to record simple media explorations in a sketch book 	<ul style="list-style-type: none"> ▪ Use a sketchbook to plan and develop simple ideas. ▪ Build information on colour mixing, the colour wheel and colour spectrums. 	<ul style="list-style-type: none"> ▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source 	<ul style="list-style-type: none"> ▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. 	<ul style="list-style-type: none"> ▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source 	<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

Art and Design Progression of Skills EYFS - Y6

			<ul style="list-style-type: none"> Collect textures and patterns to inform other work. 	<ul style="list-style-type: none"> 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 about techniques used by artists. Annotate ideas for improving their work through keeping notes in a sketch book. 	<ul style="list-style-type: none"> Express likes and dislikes through annotations. Use a sketch book to adapt and improve original ideas. 	<ul style="list-style-type: none"> material for future works. 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. Adapt work as and when necessary and explain well. 	<ul style="list-style-type: none"> parts of the sculpture. Adapt work as and when necessary and explain well.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. 	<ul style="list-style-type: none"> Experiment with a variety of media; pencils, rubbers, crayons, 	<ul style="list-style-type: none"> Continue to investigate tone by drawing light/ dark lines, light/ 	<ul style="list-style-type: none"> Develop intricate patterns/ marks with a variety of media. 	<ul style="list-style-type: none"> Draw for a sustained period of time at an appropriate level. 	<ul style="list-style-type: none"> Work in a sustained and independent way to create a 	<ul style="list-style-type: none"> Draw for a sustained period of time over a number of sessions

Art and Design Progression of Skills EYFS - Y6

<p>Drawing</p>	<ul style="list-style-type: none"> ▪ 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 patterns and textures from observations, imagination and illustrations. 	<p>pastels, felt tips, charcoal, pen, chalk.</p> <ul style="list-style-type: none"> ▪ Begin to control the types of marks made with the range of media. ▪ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/dark lines. <p>Artists: Van Gogh, Seurat.</p>	<p>dark patterns, light/ dark shapes using a pencil.</p> <ul style="list-style-type: none"> ▪ 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>Artists: Durer, Da Vinci, Cezanne.</p>	<ul style="list-style-type: none"> ▪ Demonstrate experience 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 they use. <p>Artists: Picasso, Hopper, Surrealism</p>	<ul style="list-style-type: none"> ▪ 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. ▪ Begin to show awareness of representing texture through the choice of marks and lines made. ▪ Begin to use media and techniques 	<p>detailed drawing.</p> <ul style="list-style-type: none"> ▪ Use different techniques for different purposes e.g shading, hatching. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Have opportunities to develop 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. ▪ Develop close 	<p>working on one piece.</p> <ul style="list-style-type: none"> ▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. ▪ 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 work. <p>Artists: Have opportunity to explore modern and traditional artists using ICT</p>
-----------------------	---	--	--	---	--	--	--

Art and Design Progression of Skills EYFS - Y6

					(line, colour and tone) to show representation of movement in figures and forms. <ul style="list-style-type: none"> Attempt to show reflections in a drawing. Artists: Perspective drawings, shadows, Goya, Sargent, Holbein.	observation skills using a variety of view finders. Artists: Moore Sketchbooks, Rossetti, Klee, Calder, Cassatt.	and other resources.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Painting	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs. Recognise and name the 	<ul style="list-style-type: none"> Experiment with paint media using a range of tools e.g brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in 	<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 	<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 	<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

Art and Design Progression of Skills EYFS - Y6

	<p>primary colours being used.</p> <ul style="list-style-type: none"> ▪ Mix and match colours to a different artefacts and objects. ▪ Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper. 	<p>without the use of black and white.</p> <ul style="list-style-type: none"> ▪ Begin to show control over the types of marks made. ▪ Experiment with layering and mixing media. ▪ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours. <p>Artists: Klimt, Marc, Klee, Hockney.</p>	<p>white and tones by adding black to make darker and lighter shades.</p> <ul style="list-style-type: none"> ▪ Understand the colour wheel and colour spectrums. ▪ Be able to mix all the secondary colours using primary colours confidently. ▪ Use a suitable brush to produce marks appropriate work e.g small brush for small marks. ▪ Mix and match colours to artefacts and objects. ▪ Experiment with tools e.g 	<p>colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> ▪ Create different effects and textures according to what they need for the task. ▪ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. ▪ Understand how to create a background using a wash. ▪ Mix colours and know which primary 	<p>creating textural effects.</p> <ul style="list-style-type: none"> ▪ 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 colours. ▪ Work in the style of a selected artist (not copying). <p>Artists: Hopper, Rembrandt</p>	<p>paint creating textural effects.</p> <ul style="list-style-type: none"> ▪ Mix and match colours to create atmosphere and light effects. ▪ Mix colour, shades and tones with confidence building on previous knowledge. ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Carry out preliminary studies trying out different media and materials and mixing appropriate colours. 	<p>types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> ▪ Mix colour, shades and tones with confidence building on previous knowledge. ▪ Understanding which works well in their work and why. ▪ Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.
--	--	--	---	---	--	---	--

Art and Design Progression of Skills EYFS - Y6

			<p>scraping through.</p> <ul style="list-style-type: none"> Create textured paint by adding sand. <p>Artists: Pollock, Riley, Monet, Aboriginal.</p>	<p>colours make secondary colours</p> <p>Artists/movements: Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism.</p>		<p>Artists: Lowry, Matisse, Magritte.</p>	<p>Artists: opportunity to explore modern and traditional arts.</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	<ul style="list-style-type: none"> Make rubbings to collect textures and patterns e.g brick, coin. Print with a range of hard and soft materials e.g corks, sponges. Make simple marks on rollers. Recognise patterns in the environment. Enjoy using stencils to 	<ul style="list-style-type: none"> Make rubbings to collect textures and patterns. Print with a range of hard and soft materials e.g corks, sponges. Make simple marks on rollers. Roll printing ink over found objects to create patterns e.g plastic mesh, stencils. 	<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 	<ul style="list-style-type: none"> Create printing blocks using a relief or impressed method Create repeating patterns. Print with two colour overlays. Combine prints taken from different objects to produce an end piece. <p>Artists: Morris, Labelling.</p>	<ul style="list-style-type: none"> Increase awareness of mono and relief printing. Demonstrate experience in fabric printing. Expand experience in 3 colour printing. Create repeating patterns. Combine prints taken from different objects to produce an end piece. 	<ul style="list-style-type: none"> Start to overlay prints with other media e.g pens, colour pens and paints. Use print as a starting point to embroidery. Show experience in a range of mono print technique. Create printing blocks by simplifying an initial 	<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

Art and Design Progression of Skills EYFS - Y6

	create a picture.	<ul style="list-style-type: none"> Explore printing in relief e.g string and card. Begin to identify forms of printing: books, posters, fabrics. Build repeating patterns and recognise patterns in the environment. Create simple printing blocks with press print. <p>Artists: Warhol, Hokusai.</p>	<p>and media correctly and be able to produce a clean printed image.</p> <ul style="list-style-type: none"> Make simple marks on rollers and printing palettes. Take simple prints e.g mono printing. Experiment with overprinting motifs and colour. <p>Artists: Hiroshige, Escher.</p>		<p>Artists: Rothenstein, Kunisada.</p>	<p>sketch book idea.</p> <p>Artists: Advertising, Bawden.</p>	<p>contrast and mixed media.</p> <p>Artists: Explore modern and traditional arts.</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> Create fabrics by weaving materials i.e. grass through twigs. Enjoy playing with and using 	<ul style="list-style-type: none"> Investigate textures by describing, naming, rubbing, copying. 	<ul style="list-style-type: none"> Match and sort fabrics and threads for colour, texture, length, size and shape. 	<ul style="list-style-type: none"> Use a variety of techniques e.g printing, dyeing, weaving and stitching to create 	<ul style="list-style-type: none"> Use a variety of techniques e.g printing, dyeing, weaving and stitching to 	<ul style="list-style-type: none"> Use fabrics to create 3D structures. Use different grades of threads and needs. 	<ul style="list-style-type: none"> Use fabrics to create 3D structures. Use different grades of threads and needs.

Art and Design Progression of Skills EYFS - Y6

<p>Texture, pattern, colour, line and tone.</p>	<p>a variety of textiles and fabric.</p> <ul style="list-style-type: none"> ▪ Decorate a piece of fabric. Show experience in simple stitch work. ▪ Show experience in fabric collage. ▪ Use appropriate language to describe colours, media, equipment and textures. 	<ul style="list-style-type: none"> ▪ 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. ▪ Apply shapes by stitching or glue. ▪ Apply decoration using beads, buttons, feathers etc. ▪ How to thread a needle. 	<ul style="list-style-type: none"> ▪ Use natural materials to consider pattern and texture e.g stones, leaves, feather, sticks, grasses. ▪ Express links between colour and emotion. ▪ Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting. ▪ Apply shapes by stitching or glue. ▪ Apply decoration using beads, buttons, feathers etc. 	<p>different textural effects.</p> <ul style="list-style-type: none"> ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Create art works from natural materials to show an awareness of different viewpoints of the same object. 	<p>create different textural effects.</p> <ul style="list-style-type: none"> ▪ Match the tool to the material. ▪ Develop skills in stitching, cutting and joining. ▪ Experiment with Batik technique. 	<ul style="list-style-type: none"> ▪ Experiment with Batik technique. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	<ul style="list-style-type: none"> ▪ Confidently use a range of media to overlap and layer creating interesting colours and textures and effects.
--	---	---	---	---	--	--	--

Art and Design Progression of Skills EYFS - Y6

			<ul style="list-style-type: none"> ▪ Create cords and plaits for decoration. ▪ Apply colour with dipping, fabric crayons. ▪ Create and use dyes e.g tea and coffee. ▪ Create fabrics by weaving materials i.e. grass through twigs. ▪ Stitch and knot. 				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art through technology		<ul style="list-style-type: none"> ▪ Take a self portrait or photograph. ▪ Use a simple computer paint programme to create a picture. 	<ul style="list-style-type: none"> ▪ Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it. 	<ul style="list-style-type: none"> ▪ Use printed images taken with a digital camera and combine them with other media to produce artwork. ▪ Take photos and explain their creative vision. 	<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. 	<ul style="list-style-type: none"> ▪ Compose a photo with thought for textural qualities, light and shade. 	<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

Art and Design Progression of Skills EYFS - Y6

							colour, size and rotation.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to art	<ul style="list-style-type: none"> ▪ Look and talk about what they have produced, describing simple techniques and media used. 	<ul style="list-style-type: none"> ▪ Look and talk about own work and that of other artists and the techniques they have used. ▪ Express likes and dislikes. ▪ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work. 	<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 discipline and making links to their own work. ▪ Explore thoughts and feelings about a piece of art. ▪ Reflect and explain the success and challenges in a piece of art created. ▪ Explain how a piece of 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 discipline and making links to their own work. ▪ Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques. 	<ul style="list-style-type: none"> ▪ Discuss and review own and others work, expressing thoughts and feeling, 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. 	<ul style="list-style-type: none"> ▪ Recognise the art of key artists and begin to place them in key movement or historical events. ▪ Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further. ▪ Explore a range of great artists, architects and designers in history. ▪ Compare the style of 	<ul style="list-style-type: none"> ▪ Discuss and review own and others work, expressing thoughts and feelings explaining their views. ▪ 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 EYFS - Y6

			<ul style="list-style-type: none"> ▪ makes them feel. ▪ Identify changes they might make or how their work could be developed further. 	<ul style="list-style-type: none"> ▪ Respond to art from other cultures and other periods of time. 		different styles and approaches.	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
3D and sculpture	<ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration. ▪ Understand the safety and basic care of materials and tools. ▪ Experiment with constructing and joining recycled, natural and 	<ul style="list-style-type: none"> ▪ Experiment in a variety of malleable media e.g clay, salt dough and Modroc. ▪ Shape and model materials for a purpose e.g pot/ tile from observation and imagination. ▪ Continue to manipulate malleable materials in a variety of ways including rolling, 	<ul style="list-style-type: none"> ▪ Manipulate malleable materials in a variety of ways including rolling and kneading. ▪ Join clay adequately and construct a simple base for extending and modelling other shapes. ▪ Manipulate malleable materials for a purpose 	<ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ Secure work to continue at a later date. ▪ Decorate, coil and produce Marquette's confidently when necessarily. ▪ Model over an armature: newspaper frame for Modroc (paper Mache) ▪ Adapt works as and when necessary and explain why. ▪ Gain more confidence in carving as a 	<ul style="list-style-type: none"> ▪ Secure work to continue at a later date. ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Develop understanding of different ways of finishing work: glaze, paint and polish. ▪ Show increasing confidence 	<ul style="list-style-type: none"> ▪ Work around armatures or over constructed foundations. ▪ Demonstrate experience in relief and freestanding work using a range of media. ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Develop understanding of different

Art and Design Progression of Skills EYFS - Y6

	<p>manmade materials.</p> <ul style="list-style-type: none"> Use simple 2D shapes to create a 3D form. 	<p>pinching and kneading.</p> <ul style="list-style-type: none"> Impress and apply simple decoration techniques. Use tools and equipment safely and in the correct way. <p>Artists: Moore, African, Native American.</p>	<p>e.g a pot or tile.</p> <ul style="list-style-type: none"> Explore carving as a form of 3D art Use tools and equipment safely and in the correct way Experiment with constructing and joining recycled, natural and manmade materials. <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>other shapes.</p> <ul style="list-style-type: none"> Use a sketchbook to plan, collect and develop ideas. To record media explorations and experiments as well as try out ideas. Shape, form, model and construct from observation or imagination. Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques. Use papier Mache to 	<p>form of 3D art.</p> <ul style="list-style-type: none"> Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Shape, form, model and construct from observation or imagination. <p>Artists: Egyptian artefacts, Christo.</p>	<p>to carve a simple form.</p> <ul style="list-style-type: none"> Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures. Plan a sculpture through drawing and other preparatory work. <p>Artist: Frink, Balla, Andre.</p>	<p>ways of finishing work: glaze, paint and polish.</p> <ul style="list-style-type: none"> Recognise sculptural forms in the environment: furniture, buildings. Solve problems as they occur. <p>Artists: explore modern and traditional arts.</p>
--	---	--	--	--	--	--	--

Art and Design Progression of Skills EYFS - Y6

				create a simple 3D object. Artists: Calder, Segal, Leach, Kinetic, Recycled/ found sculptures from Africa and India- Flip flop art.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Collage	<ul style="list-style-type: none"> Collect, sort, name and match colours appropriate for an image. 	<ul style="list-style-type: none"> Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g colour or texture. 	<ul style="list-style-type: none"> Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. Arrange and glue materials to different backgrounds Sort and group materials for different 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and building a 	<ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary. 	<ul style="list-style-type: none"> Add collage to a painted, printed or drawn background . Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. 	<ul style="list-style-type: none"> Add collage to a painted, printed or drawn background. Use a range of media to create collages. Use different techniques, colours and textures etc when designing and making pieces of work. Use collage as a means of extending

Art and Design Progression of Skills EYFS - Y6

		<ul style="list-style-type: none"> ▪ Fold, crumple, tear and overlap papers. ▪ Work on different scales. ▪ Collect, sort, name and match colours appropriate for an image. 	<p>purposes e.g colour or texture.</p> <ul style="list-style-type: none"> ▪ Fold, crumple, tear and overlap papers. ▪ Work on different scales. ▪ Collect, sort, name and match colours appropriate for an image. ▪ Create textured collages from a variety of media. 	<p>visual vocabulary.</p>		<ul style="list-style-type: none"> ▪ Use collage as a means of extending work from initial ideas 	<p>work from initial ideas.</p>
--	--	---	---	---------------------------	--	---	---------------------------------

Our school progression: (Blue= art/D & T Combined unit)

Reception	<p style="text-align: center;"><u>Throughout the year:</u></p> <p><u>Forest school</u></p> <ul style="list-style-type: none"> ▪ Make rubbings to collect textures and patterns e.g brick, coin ▪ Recognise patterns in the environment ▪ Enjoy using stencils to create a picture.
-----------	--

Art and Design Progression of Skills EYFS - Y6

<ul style="list-style-type: none"> Create fabrics by weaving materials i.e. grass through twigs. <p>Explorative provision Enjoy using stencils to create a picture.</p> <ul style="list-style-type: none"> Enjoy playing with and using a variety of textiles and fabric. Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration. 						
	Autumn: All about me	Autumn: Percy the Park Keeper.	Spring: All around the world	Spring: Down on the farm	Summer: Once upon a time.	Summer: Rumble in the jungle
	Self portraits (drawing, painting) Diwali lanterns Leaf prints Colour monster	Collage poppies Conker painting hedgehog painting Autumn wreaths Firework scenes (blowing paint)	Resist painting (wax) Mud hedgehogs Whole class Chinese dragon Colour mixing	Animal collage Animal pastels Observational drawings of seasons Moving pictures (mechanisms)	Junk modelling Fairy-tale puppets	Sea pictures (pastels)
Skills Covered:	<ul style="list-style-type: none"> Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs. Recognise and name the primary colours being used. Mix and match colours to a different artefacts and objects. Explore working with paint on different surfaces and in different ways e.g 	<ul style="list-style-type: none"> Print with a range of hard and soft materials e.g corks Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs. 	<ul style="list-style-type: none"> Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Enjoy using a variety of tools including different size 	<ul style="list-style-type: none"> Explore models with mechanisms and establish how each one moves different because of the design. Design and verbally say the tools needed. Collect, sort, name and match colours 	<ul style="list-style-type: none"> Show experience in fabric collage Use appropriate language to describe colours, media, equipment and textures. Enjoy playing with and using a variety of textiles and fabric. Look and talk about what they have produced, describing 	<ul style="list-style-type: none"> Recognise and name the primary colours being used. Mix and match colours to a different artefacts and objects. Explore working with paint on different surfaces and in different ways e.g coloured,

Art and Design Progression of Skills EYFS - Y6

	coloured, sized and shaped paper.	<ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration. Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2D shapes to create a 3D form. 	brushes and tools e.g sponge brushes, fingers and twigs. <ul style="list-style-type: none"> Recognise and name the primary colours being used. Mix and match colours to a different artefacts and objects. Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper. 	appropriate for an image.	simple techniques and media used. <ul style="list-style-type: none"> Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials. Use simple 2D shapes to create a 3D form. 	sized and shaped paper. <ul style="list-style-type: none"> Understand the safety and basic care of materials and tools. Experiment with constructing and joining recycled, natural and manmade materials.
Year 1	Autumn: Adventurers and Explorers		Spring: Once Upon a time		Summer: Oceans and beaches	
	D & T Focus with Art elements: sculpture and architects.	Exploring new skills.	Henry Rousseau the artist and collage.		Andy Warhol the artist.	
	<ul style="list-style-type: none"> Learn what an 'architect' is and what 'architecture is'. 	Silhouette art- hot desert Scene: <ul style="list-style-type: none"> Learn how to colour mix to form a 'hot' 	<ul style="list-style-type: none"> Learn about Henry Rosseau and his 'Bouquet of flowers' and 'A storm in the Jungle'- discuss how it was all his imagination, provide opinions. 		<ul style="list-style-type: none"> Who is Andy Warhol and what is his impact on art today. Printing using objects e.g fruit 	

Art and Design Progression of Skills EYFS - Y6

<ul style="list-style-type: none"> ▪ Learn the significance of Brunel's work. ▪ Look at examples of important UK buildings/ local buildings. ▪ What makes something 3d? ▪ Look at features of the school building and sketch and label the feature. ▪ Design and write a list of materials for a shelter. ▪ Make a practice model using paper/ clay and experiment using materials to apply detail. ▪ Annotate drawings with improvements before making the final structure strong. 	<ul style="list-style-type: none"> or 'sunset' background using paint. ▪ Experiment using chalks, watercolours and paints to form a sunset. ▪ Stencil an animal or tree to create a 3D scene. <p>Pattern Landscapes- snowy scene:</p> <ul style="list-style-type: none"> ▪ Teach children different sketching techniques e.g stippling, hatching, cross hatching. ▪ Blow up a sketch on A3, children can use tracing paper to go over the main lines and practicing using a pencil to form patterns. ▪ Draw the lines of the hills, adding pastels and pencil, children can start to add the patterns (explain that the same patterns 	<ul style="list-style-type: none"> ▪ Up Close sketching of plants. ▪ Mixing shades using primary colours and shades of green. ▪ Design a jungle scene- considering the layers of the rainforest. ▪ Draw and paint a jungle animal. ▪ Paint the background and layer on top using collage techniques. 	<ul style="list-style-type: none"> ▪ Designing the imprint on paper e.g shells, beach ball etc. ▪ Imprinting an object in preparation for printing ▪ Using paint/ ink to print a seaside object.
--	---	---	---

Art and Design Progression of Skills EYFS - Y6

		cannot touch each other).		
<p>Skills Covered:</p> <p>Drawing (pencil, chalk)</p> <p>Painting</p> <p>The work of an artist x1</p> <p>Collage</p> <p>Printing</p> <p>3d</p> <p>Sculpture</p>	<p>Sculpture</p> <ul style="list-style-type: none"> ▪ Experiment in a variety of malleable media e.g clay, salt dough and Modroc. ▪ Impress and apply simple decoration techniques. ▪ Use tools and equipment safely and in the correct way. ▪ Experiment with constructing and joining recycled, natural and manmade materials. ▪ Use simple 2D shapes to create a 3D form. 	<p>Painting and sketching</p> <ul style="list-style-type: none"> ▪ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. ▪ Explore techniques such as lightening and darkening paint without the use of black and white. 	<p>Collage</p> <ul style="list-style-type: none"> ▪ Arrange and glue materials to different backgrounds ▪ Fold, crumple, tear and overlap papers. ▪ Collect, sort, name and match colours appropriate for an image. ▪ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work. 	<p>Printing</p> <ul style="list-style-type: none"> ▪ Print with a range of hard and soft materials e.g corks, sponges. ▪ Make simple marks on rollers. ▪ Roll printing ink over found objects to create patterns e.g plastic mesh, stencils. ▪ Explore printing in relief e.g string and card. ▪ Create simple printing blocks with press print.

Art and Design Progression of Skills EYFS - Y6

	<i>Please look at D&T progression for appropriate skills.</i>				
Year 2	Autumn: A Bear named Paddington		Spring: Castles, Knights and Fairytales.		Summer: An Island Home
	'Zoomed' in sketching of topic objects.	Textiles: Peruvian Arpillera Art	Mono castle printing.	Paul Klee inspired collage: coat of arms/ shields	Sculpture: Paper Mache Islands (DT and Art combined)
	<ul style="list-style-type: none"> ▪ Use technology to zoom in on an object. ▪ Use sketching techniques to sketch an object in detail building on techniques learned in Year 1. (Give children a choice of drawing tools e.g charcoal, chalk, pencil) 	<ul style="list-style-type: none"> ▪ Study the tradition of Arpillera Art ▪ Learn to thread a needle and do a simple overstitch. ▪ Design an Arpillera scene. ▪ Cut out, glue and sew a scene. ▪ www./trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera 	<ul style="list-style-type: none"> ▪ Learn about shades and shadows in pictures e.g castles. ▪ Practice cutting an outline of the key features of a castle and printing using only black ink. ▪ Explore drawing onto the paper whilst its absorbed in the ink. ▪ Children to layer a castle scene ▪ Use white chalk or charcoal to 	<ul style="list-style-type: none"> ▪ Who is Paul Klee? ▪ Explore the use of colour and pattern. ▪ Design a coat of arms. ▪ Use collage and grouping colour. 	<ul style="list-style-type: none"> ▪ Design a sculpture ▪ Create a practice model- adapt designs ▪ Use paper mache to form a model. ▪ Consider the use of colour/ textures.

Art and Design Progression of Skills EYFS - Y6

			add further texture. www.deepspacesparkle.com/fairy-tale-castles-art-project/		
<p>Skills Covered:</p> <p>Textiles and the study/history of a cultured tradition.</p> <p>Printing</p> <p>Collage</p> <p>Artist inspired x1</p> <p>Sculpture</p> <p>Drawing using technology.</p>	<p>Drawing:</p> <ul style="list-style-type: none"> ▪ 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. ▪ Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines. ▪ Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific 	<p>Textiles:</p> <ul style="list-style-type: none"> ▪ Apply shapes by stitching or glue. ▪ Apply decoration using beads, buttons, feathers etc. ▪ How to thread a needle. ▪ Investigate textures by describing, naming, rubbing, copying. ▪ Produce an expanding range of patterns and textures. ▪ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and 	<p>Printing:</p> <ul style="list-style-type: none"> ▪ Make simple marks on rollers and printing palettes. ▪ Take simple prints e.g mono printing. ▪ Experiment with overprinting motifs and colour. 	<p>Collage:</p> <ul style="list-style-type: none"> ▪ Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work. ▪ Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines. ▪ Arrange and glue materials 	<p>Sculpture:</p> <ul style="list-style-type: none"> ▪ Manipulate malleable materials for a purpose e.g a pot or tile. ▪ Explore carving as a form of 3D art ▪ Use tools and equipment safely and in the correct way ▪ Experiment with constructing and joining recycled, natural and manmade materials. <p><i>Please look at D&T progression for appropriate skills.</i></p>

Art and Design Progression of Skills EYFS - Y6

	part of an artefact before drawing it.	making links to their own work.		<ul style="list-style-type: none"> to different backgrounds ▪ Sort and group materials for different purposes e.g colour or texture. ▪ Fold, crumple, tear and overlap papers. 		
Year 3	Autumn: Stone age to iron age.		Spring: Japan		Summer: Ancient Greece	
	Vincent Van Gogh- Cave paintings- paint	Iron man inspired models.	Artist: Hokusai- 'The Great Wave' to produce wood block printing/ relief printing (oil) inspired by Ukiyo style.	Japanese artist inspired 'Cherry Blossom' work.	Sculpture: soap carving.	Alternate Silhouette self portrait of Greek life with collage
	<ul style="list-style-type: none"> ▪ Read 'Vincent's Stary Night'- discuss who were the first artists? ▪ Look at a range of cave paintings from around the world and compare. ▪ Use a hand stencil and mix shades of brown. 	<ul style="list-style-type: none"> ▪ Research the history of the Iron man, evaluate models created out of different materials e.g metal, wood, plastic. ▪ Design an iron man model, specifically stating the 	<ul style="list-style-type: none"> ▪ Reflect on the use of woodblock print in 'The Great Wave' print. ▪ Children are to design their print-inspired by 	<ul style="list-style-type: none"> ▪ Learn about Sakura Season and the influence it has on artists: Tokuriki, Bakufu, Insho, Meiji. ▪ Experiment using Watered down black tempera paint 	<ul style="list-style-type: none"> ▪ Investigate marble carvings of significant Greek culture, look at similarities and differences between statues and the variant 	<ul style="list-style-type: none"> ▪ Learn about Joni Eareckson Tada- a disabled painter. ▪ Discuss the key elements of Greek life (experienc

Art and Design Progression of Skills EYFS - Y6

	<ul style="list-style-type: none"> ▪ Use charcoal to sketch- was it a good tool and was it available in stone age? ▪ Crumple up paper to represent a cave wall- paint a picture using their fingers (ideally paint with paper stood up). ▪ Product: if you were to draw on your wall to represent your life what would it look like? <p>www.gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html</p>	<p>materials used and how it will be joined.</p> <ul style="list-style-type: none"> ▪ Make first model, evaluate its strength and consider how it can be improved ▪ Adapt model to suit the design brief better. ▪ Peer and self assess ▪ Create a background (art) for the Iron man to live and create short stories with the models to perform (could link to IT) 	<p>Ukioe style.</p> <ul style="list-style-type: none"> ▪ Experiment in sketchbooks in using metal, acrylic sheets and wood and lino and annotate thoughts as to which is most suitable. ▪ Practice using the same print to produce a repeating pattern/ complicated pattern. ▪ Experiment adding colour details to these after e.g oil, pen etc. ▪ Use block printing 	<p>to gently paint or blow the tree branches, add pink cherry blossoms with chosen implements, annotate thoughts.</p> <ul style="list-style-type: none"> ▪ Experiment using chalk to form the cherry blossom. ▪ Experiment using watercolours to form cherry blossom. ▪ Experiment with paint-soak entire paper with water and dot the pink paint on, watch the dots spread to form blossom. ▪ Children can use their chosen method to 	<p>levels of detail.</p> <ul style="list-style-type: none"> ▪ Discuss the difference between soap and marble- in properties and cost. ▪ Independent research: children are to use the internet to find a picture to copy. ▪ Practice using a cocktail stick to scratch away the surface of an orange. ▪ Resources: soap, cocktail sticks, plastic knife, picture. Use a cocktail stick to gently carve the shape of 	<p>es, feelings, objects)- practice stencilling or drawing items in sketch book.</p> <ul style="list-style-type: none"> ▪ Use collage, paint, pen to add colour and detail. ▪ Draw a stencil of a Greek God and layer items drawn in sketch book. <p>https://www.pinterest.co.uk/pin/213287732325477979/</p>
--	---	---	---	--	---	--

Art and Design Progression of Skills EYFS - Y6

			<p>techniques to produce a final print, using positive and negative images, repeating patterns and adding colour for depth and expression.</p>	<p>produce their final cherry blossom Japanese pictures.</p> <ul style="list-style-type: none"> ▪ https://www.activityvillage.co.uk/blossom-tree-painting ▪ https://japanobjects.com/features/cherry-blossom-art ▪ https://artprep.weebly.com/japanese-cherry-blossoms.html 	<p>the stature, start chipping way small parts at a time.</p> <ul style="list-style-type: none"> ▪ Begin to carve some features, removing the soap to reveal eyes, nose and mouth. <p>https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/</p>	
<p>Skills Covered:</p> <p>Painting, Charcoal, Watercolours</p> <p>Printing</p> <p>Sketching.</p> <p>Artist x2</p> <p>Textiles.</p>	<p>Painting:</p> <ul style="list-style-type: none"> • Respond to art from other cultures and other periods of time. ▪ Combine prints taken from different objects to produce an end piece. ▪ Use a range of brushes to 	<p>Sculpture:</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Printing:</p> <ul style="list-style-type: none"> ▪ Create printing blocks using a relief or impressed method ▪ Create repeating patterns. 	<p>Artist impression and painting.</p> <ul style="list-style-type: none"> ▪ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking 	<p>Sculpture</p> <ul style="list-style-type: none"> ▪ Begin to show an awareness of objects having a third dimension and perspective. ▪ Learn to secure work to continue at a later date. 	<p>Collage:</p> <ul style="list-style-type: none"> ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and

Art and Design Progression of Skills EYFS - Y6

Sculpture. Collage	<p>demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> ▪ Create different effects and textures according to what they need for the task. ▪ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. 	<ul style="list-style-type: none"> ▪ Construct a simple base for extending and modelling other shapes. ▪ Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. ▪ Shape, form, model and construct from observation or imagination. 	<ul style="list-style-type: none"> ▪ Print with two colour overlays. ▪ Combine prints taken from different objects to produce an end piece. 	<p>in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> ▪ Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. ▪ Mix colours and know which primary colours make secondary colours 	<ul style="list-style-type: none"> ▪ Shape, form, model and construct from observation or imagination. 	<p>represent textures.</p> <ul style="list-style-type: none"> ▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.
Year 4	Autumn: Ancient Egypt		Spring: Rainforest		Summer: Romans	
	Printing/collage: hieroglyphics Caratouche.	Queen Nefertari- Portraits	Beatrix Milhazes and John Dyer- an interpretation of work.		Jackson Pollock- exploded volcano pictures.	Mosaics/ sculpture of artefacts
	<ul style="list-style-type: none"> ▪ Write your name in bubble letters. 	<ul style="list-style-type: none"> ▪ Discuss the portraits, discuss 	<ul style="list-style-type: none"> ▪ Explore the 'Spirit of the Rainforest' project (2015). 		<ul style="list-style-type: none"> ▪ Look at famous 	<ul style="list-style-type: none"> ▪ Learn about the

Art and Design Progression of Skills EYFS - Y6

<ul style="list-style-type: none"> ▪ Discuss the purpose of Hieroglyphics and practice drawing the symbols for your name. ▪ Explore using watercolour paints and felt tips to add colour. ▪ Carve the symbols into Styrofoam card (backwards). Add ink, repeat for each symbol. ▪ Use collage to add colour. <p>https://art-educ4kids.weebly.com/egyptian-art.html</p>	<p>how they are normally painted side on and upper body.</p> <ul style="list-style-type: none"> ▪ Learn about Nick Vujicic and his ability to create paintings with a severe disability. ▪ Design a portrait of a pharaoh ▪ Explore adding hair using charcoal ▪ Explore adding a hieroglyphic background- using watery paint, with loosely painted edges. ▪ Use strong primary colours to paint the remaining image. ▪ Use black Indian paint over the entire picture. ▪ When dry- run the entire picture under the hot tap. 	<ul style="list-style-type: none"> ▪ Look at the style of the paintings- colour/ patterns. ▪ Explore using stencils to add leaf patterns. ▪ Explore using chalk/ oil pastels/ water colours to layer. ▪ Take a digital photo of an up close leaf and practice applying the above skills to add detail. ▪ Product: make their own interpretation of Dyer's work representing the rainforest. <p>www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/</p>	<p>paintings of exploded volcanoes e.g Pompeii or Mount Vesuvius.</p> <ul style="list-style-type: none"> ▪ Learn about Pollock's work and provide opinions. ▪ Trial using paint to splatter/ drip and layer ▪ Once dry- trial scratching away layers, adding pen, chalk etc to add detail. ▪ (Also could trial using the overlay design in the style of Paul Cezanne or the blocks of colours of Claude Monet). 	<p>history/ purpose of mosaics and artefacts.</p> <ul style="list-style-type: none"> ▪ Sculpt an artefact out of clay ▪ Design a picture out of mosaics, thinking about tile size etc (repeating patterns) ▪ Tile a mosaic border and insert a motif. <p>www.tes.com/teachingresource/roman-mosaics-6056167</p>
---	--	--	---	--

Art and Design Progression of Skills EYFS - Y6

		https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm		<ul style="list-style-type: none"> Children are to use the above skills to create a volcano scene. 	
<p>Skills Covered:</p> <p>Printing Collage x2 Chalk, charcoal, Textiles Painting x2 Artist x2 Sculpture</p>	<p>Collage, Printing, drawing:</p> <ul style="list-style-type: none"> Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects. Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. Start to develop a painting from a drawing. 	<p>Printing, drawing, painting:</p> <ul style="list-style-type: none"> Experiment with Batik technique. 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 show awareness of representing texture through the choice of marks and lines made. Begin to use media and techniques (line, 	<p>Texture, artist, drawing</p> <ul style="list-style-type: none"> Create a piece of art which includes integrating a digital image they have taken. Discuss and review own and others work, expressing thoughts and feeling, 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. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Work in the style of a selected artist (not copying). Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms. 	<p>Collage, Sculpture:</p> <ul style="list-style-type: none"> Gain more confidence in carving as a form of 3D art. Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. Experiment with a range of collage techniques such as tearing, overlapping and layering to create images 	<p>Painting:</p> <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

Art and Design Progression of Skills EYFS - Y6

	<ul style="list-style-type: none"> Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying). Begin to explore a range of great artists, architects and designers in history. 	<p>colour and tone) to show representation of movement in figures and forms.</p>		<p>and represent textures.</p> <ul style="list-style-type: none"> Use collage as a means of collecting ideas and information and building a visual vocabulary. <p><i>Please look at D&T progression for appropriate skills.</i></p>	<p>media to work with.</p> <ul style="list-style-type: none"> Use light and dark within painting and show understanding of complimentary colours. Work in the style of a selected artist (not copying). 	
Year 5	Autumn: Boy at the back of the class / Anglo Saxons	Spring: Bunkers, Bombs and the Blitz	Summer: Tale from two Cities			
	Graffiti Art	Collage and sewing: the Bayeux Tapestry	Landscape comparison after bombing (Chalk/Charcoal)	Designer: Christopher Raeburn Inspired by 'make do and mend'.	Tompe O'Leil artist- Perspective drawing of a London street.	Electricity
	<ul style="list-style-type: none"> Evaluate and discuss the work of Banksy and discuss his morals- focussed on local works. Explore the work of Jean Michel Basquiat. Create an initial sketch of a Banksy inspired work in sketchbooks ready to 	<ul style="list-style-type: none"> Learn about the Bayeux Tapestry and the significance to History. Design a piece of embroidery which represents yourself. Learn the sewing techniques: straight stitch, cross stitch, over stitch, pearl 	<ul style="list-style-type: none"> Discuss the link of colour and emotion/ton e. Practice the techniques of charcoal. Draw the outlines using pencil- 	<ul style="list-style-type: none"> Learn about the designer Raeburn and the importance of sustainability. Learn how to fashion sketch. Compare to WW2 'make do and mend' movement. 	<ul style="list-style-type: none"> Evaluate Trompe O'Leil and discuss how it deceives the eye. Learn about the angles in perspective art and depth. Learn about the history of 	<p><i>Please look at D&T progression for appropriate skills.</i></p>

Art and Design Progression of Skills EYFS - Y6

	<p>create a printing block.</p> <ul style="list-style-type: none"> ▪ Use printing techniques e.g mono printing and block printing. ▪ Use other media to add layers to the work. 	<p>stitch, blanket stitch.</p> <ul style="list-style-type: none"> ▪ use these stitches to create a small piece of embroidery. ▪ Evaluate final work. 	<p>of key blitz landmarks</p> <ul style="list-style-type: none"> ▪ Use charcoal to add depth and shadow to the blitz scene. ▪ Explore mixing medias to represent the emotions of WW2. 	<ul style="list-style-type: none"> ▪ Disassemble textile products to understand how they've been constructed. ▪ Design and item e.g a t shirt, a jacket etc. ▪ Create a mock up version ▪ Form final product. 	<p>perspective drawing- Filippo Brunelleschi</p> <ul style="list-style-type: none"> ▪ Design their London street. ▪ Carry out one point perspective drawing. ▪ Use watercolours/ chalk to add colour. <p>www.deepspacesparkle.com/one-point-perspective-art-lesson/</p>	
<p>Skills Covered:</p> <p>Drawing- perspective</p> <p>Painting- watercolours</p> <p>Artist/ designer x3</p> <p>Printing</p> <p>Textiles x2</p> <p>Collage</p>	<p>Printing:</p> <ul style="list-style-type: none"> ▪ Start to overlay prints with other media e.g pens, colour pens and paints.. ▪ Show experience in a range of mono print technique. ▪ Create printing blocks by simplifying an initial sketch book idea. ▪ Explore a range of great artists, 	<p>Collage:</p> <ul style="list-style-type: none"> ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Experiment with a range of media to overlap and layer ▪ creating interesting colours and textures and effects. ▪ Add collage to a painted, printed or drawn background. 	<p>Drawing:</p> <ul style="list-style-type: none"> ● Work in a sustained and independent way to create a detailed drawing. ▪ Use different techniques for different purposes e.g shading, hatching. 	<p>Textiles:</p> <ul style="list-style-type: none"> ▪ Use fabrics to create 3D structures. ▪ Use different grades of threads and needs. ▪ Experiment with a range of media to overlap and layer creating interesting colours and textures and effects. 	<p>Perspective drawing and painting:</p> <ul style="list-style-type: none"> ● Have opportunities to develop simple perspective in their work using a single focal point and horizon. ● Use different techniques for different purposes e.g shading, hatching. 	

Art and Design Progression of Skills EYFS - Y6

	architects and designers in history.	<ul style="list-style-type: none"> ▪ Use a range of media to create collages. <ul style="list-style-type: none"> ▪ Use different techniques, colours and textures etc when designing and making pieces of work. ▪ Use collage as a means of extending work from initial ideas 	<ul style="list-style-type: none"> ▪ Start to develop their own style using tonal contrast and mixed media. ▪ Begin to develop an awareness of composition, scale and proportion in their paintings. 	<i>Please look at D&T progression for appropriate skills.</i>	<ul style="list-style-type: none"> ● Mix colour, shades and tones with confidence building on previous knowledge. ● Start to develop their own style using tonal contrast and mixed media. <ul style="list-style-type: none"> ● Carry out preliminary studies trying out different media and materials and mixing appropriate colours. ● Explore a range of great artists, architects and designers in history. 	
Year 6	Autumn: Seeing the 'Her' in Hero		Spring: Our Earth Matters		Summer: Are all English people immigrants?	
	Observational plants and flowers.		Biome habitats		Reflection and hope.	

Art and Design Progression of Skills EYFS - Y6

	<p>Sketching</p> <ul style="list-style-type: none"> ▪ Use sketching techniques to add detail and shading to a plant sketch ▪ Sketch a flowering plant and a green plant. ▪ Colour added from natural sources (outdoor learning). <p>Sculpture:</p> <ul style="list-style-type: none"> ▪ Use a range of tools to join materials ▪ Cut and bend wire to make shapes based on observational sketches <p>Artists:</p> <ul style="list-style-type: none"> ▪ Henry Rousseau (developed from Y1 content) 	<p>Artists: compare and contrast</p> <ul style="list-style-type: none"> ▪ Bancusi ▪ Richard Sweeney <p>Sketching of a feather:</p> <ul style="list-style-type: none"> ▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. ▪ Develop an awareness of composition, scale and proportion in their work. ▪ Explore using contrasting medias e.g white pencil on black paper. ▪ <p>Printing of a feather:</p> <ul style="list-style-type: none"> ▪ Draw a feather design and apply and press a design (block printing) ▪ Investigate how to create deeper imprinted sections. <p>Sculpture:</p> <ul style="list-style-type: none"> ▪ Use a range of sculpting techniques to produce a 3d feather. ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Develop understanding of different ways of finishing work: glaze, paint and polish. <p>Biome habitat background:</p>	<p><i>The focus of each week reflects an area of art study e.g sculpture and collage linked to school values, experiences and hopes for the future.</i></p> <ul style="list-style-type: none"> ▪ Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music. ▪ Explore the work of Faith Ringgold and her interpretation of the civil rights movement. ▪ Look at the work of Frida Kahlo and her determination to continue painting.
--	--	--	--

Art and Design Progression of Skills EYFS - Y6

		<ul style="list-style-type: none"> ▪ Have opportunities to develop further simple perspective in their work using a single focal point and horizon. ▪ Independently find out about a biome linked to the feather. ▪ Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. <p>Art through technology:</p> <ul style="list-style-type: none"> ▪ Create a stop motion animation of the feather falling through the biome. 	
<p>Skills Covered:</p> <p>Sculpture prints printing</p>	<p>Sculpture:</p> <ul style="list-style-type: none"> ▪ Show experience in combining pinch, slabbing and coiling to produce end pieces. ▪ Recognise sculptural forms in the environment: furniture, buildings. ▪ Solve problems as they occur. <p>Sketching</p> <ul style="list-style-type: none"> ▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why. 	<p>Sculpture:</p> <p>Work around armatures or over constructed foundations.</p> <ul style="list-style-type: none"> ▪ Demonstrate experience in relief and freestanding work using a range of media. ▪ Develop understanding of different ways of finishing work: glaze, paint and polish. ▪ Solve problems as they occur. <p>Sketching</p>	<p><i>TBC depending on the children's reflections and hopes.</i></p>

Art and Design Progression of Skills EYFS - Y6

- 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 work.

- Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.
- Develop an awareness of composition, scale and proportion in their work.

Painting:

- Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Mix colour, shades and tones with confidence building on previous knowledge.

Printing:

- 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