

Progression in Art & Design Skills- Key Stage 1



Exploring and Developing Ideas

Evaluating and Developing Work

From first-hand observations, record and explore ideas.
Ask and answer questions about their starting points of their work.
Explore the work of artists, craftsmen and designers from different cultures and eras for differences and similarities.
Try things out, change their minds in order to develop their ideas.

To talk about and think about what they and others have done (review their work).
Talk about what they might change in their current work or develop in future work.

Drawing

Experiment with a variety of media: Pencils, rubbers, crayons, pastels, felt tips, charcoal, ball points and chalk. Control the types of marks made with the range of media.	Lines and marks: Draw on different surfaces with different media. Invent new lines. Name, match and draw lines/marks from observations.	Shape: Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.	Tone: Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.	Texture: Investigate textures by describing, naming, rubbing and copying.
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Digital Media	Painting	Printing	Textiles	3-D	Collage
Record visual information using digital cameras, flip cams. Explore ideas using digital sources i.e. internet or CD roms. Use paint and graphic packages to create and images and effects with <u>Lines</u> by changing the size of brushes. <u>Shapes</u> using the rubber, shape and fill tools. <u>Colours and texture</u> use basic selection and cropping tools. Use simple filters to manipulate and create images.	Use different tools and techniques to paint including different brush sizes and types. Mix and match colours to artefacts and objects. Work on different scales. Experiment with tools and techniques. Example, layering, mixing media, scrapping through. Name different types of paint and their properties. <u>Colour</u> Know primary colours by name (red, blue and yellow). Mix primary shades and tones. <u>Texture</u> Create textured paint by adding sand or plaster.	Print with different hard and soft materials. Example corks and sponges. Make simple marks on rollers and printing pallets. Take simple prints i.e. mono-printing. To create patterns, roll printing ink over found objects. Example, plastic mesh and stencils. Build repeating patterns and observe pattern in the environment. Create simple printing blocks with press print. Design more repetitive patterns. <u>Colour</u> Experiment with overprinting. <u>Texture:</u> Make rubbings to collect texture and patterns.	Match and sort fabrics and threads for colour, texture, length, size and shape. Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting. Cut and shape fabric/scissors. Apply shape with glue or by stitching. Apply decoration by using beads, buttons, feathers etc. Create cords and plaits for decoration. <u>Colour</u> Apply colour with printing, dipping and fabric crayons. Create and use dyes, onion skins, tea and coffee, <u>Texture:</u> Create fabrics by weaving materials.	Use malleable materials in a variety of ways including rolling and kneading. Make sculptures with a range of malleable media (clay/play dough). Manipulate malleable materials for a purpose (pot/tile). Understand the safety and basic care of material and tools. <u>Form</u> Experiment with constructing and joining recycled, natural and man-made materials. Use simple 2D shapes to create a 3D form. <u>Texture:</u> Change the surface of a malleable material. Example, build a textured tile.	Create images from variety of media. Example, photocopies, materials, fabric, crepe paper, magazines etc. Arrange and glue materials to different background. Sort and group materials for different purposes. Example, colour or texture. Fold, crumple, tear and overlap papers. Work on different scales. <u>Colour</u> Collect, sort, name, match colours appropriate for an image. <u>Shape</u> Create and arrange shapes appropriately. <u>Texture</u> Create, select and use textured paper for an image.

Progression in Art & Design Skills- Lower Key Stage 2



Exploring and Developing Ideas

Select and record from first-hand observations, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, crafts people and designers working in different times and cultures.

Evaluating and Developing Work

Compare ideas, methods and approaches in their own and others work and say what they think and feel about them.
Adapt their work according to their views and describe how they may develop it further.
Annotate work in a sketch book.

Drawing

Experiment with ways in which surface detail can be added to drawings. Use sketch books to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level.	<u>Lines and Marks</u> Make marks and lines with a wide range of drawing tools. Example, charcoal, pencil, crayon, chalk, pastels, pens etc. Experiment with different grades of pencil and other tools to create lines and marks.	<u>Form and shape</u> Experiment with different grades of pencil and other implements to draw different forms and shapes. Begins to show an awareness of objects having a third dimension.	<u>Tone</u> Experiment with different grades of pencil and other implements to achieve variation in tone. Apply tone in a drawing in a simple way.	<u>Texture</u> Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.	
Digital Media	Painting	Printing	Textiles	3-D	Collage
Record and collect visual information using digital cameras, flip cams. Present recorded visual images using software. Example, photostory and PowerPoint. Use a graphics package to create images and effects with <u>Lines</u> by controlling the brush tool with increase precision. Change the type of brush to an appropriate style. Create <u>shapes</u> by making selections to cut, duplicate and repeat. Experiment with <u>colour</u> and <u>textures</u> by making an appropriate choice of special effects and simple filters to manipulate and create images for a particular purpose.	Experiment with different effects and textures, including blocking in colour, washes, thicken paint creating textural effects. Work on a range of scales, example thin brush on a small picture etc. Create different effects and textures with paint according to what they need for the task. <u>Colour</u> Mix colours and know which primary colours make secondary colours (Purple, orange, green). Use more specific colour language. Mix and use tints and shades.	Creating printing blocks using a relief or impressed method. Create repeating patterns Print with two colour overlays	Use a variety of techniques e.g. printing, dyeing, weaving and stitching to create different textural effects. Match the tool to the material Develop skills in stitching, cutting and joining Experiment with paste resist.	Use observation and imagination to plan, design and make models. Join clay adequately and construct a simple base for extending and modelling other shapes. Create surface patterns and textures in malleable material. Use papier-mâché to create a simple 3D object.	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.

Progression in Art & Design Skills- Upper Key Stage 2



Exploring and Developing Ideas

Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
Question and make thoughtful observations about starting points and select ideas to use in their work.
Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.

Evaluating and Developing Work

Compare ideas, methods and approaches in their own and other's work and say what they think and feel about them.
Adapt their work according to their views and describe how they can develop it further.
Annotate work in a sketch book.

Drawing

Work from a variety of sources including observation, photographs and digital images.
Work in a sustained and independent way to create a detailed drawing,
Develop close observation skills using a variety of view finders.
Use a sketch book to collect and develop ideas.
Identify artists who have worked in a similar way to their own work.

Lines, marks, tone, form and texture
Use dry media to make different marks, lines, patterns and shapes within a drawing.
Experiment with wet media to make different marks, lines, patterns, textures and shape.
Explore colour mixing and blending techniques with colour pencils.
Use different techniques for different purposes i.e. shading, hatching within their own work.
Start to develop their own style using tonal contrast and mix media.

Perspective and composition
Begin to use 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. Example, foreground, middle ground and background.
Show an awareness of how paintings are created i.e. composition.

Digital Media	Painting	Printing	Textiles	3-D	Collage
<p>Record, collect and store visual information using digital cameras and flip cams.</p> <p>Present recorded visual images using software. Example, photostory and PowerPoint.</p> <p>Use a graphic package to create and manipulate new images.</p> <p>Be able to import an image (scanned, retrieved, taken) into a graphics package.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (sketch books etc.).</p>	<p>Develop a painting from a drawing.</p> <p>Carry out preliminary studies, trying out different media and materials and mixing appropriate colours.</p> <p>Create imaginative work from a variety of sources. Example, observational drawing, themes, poetry and music.</p> <p><u>Colour</u></p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Be able to identify primary, secondary, complimentary and contrasting colours.</p> <p>Work with complimentary colours.</p>	<p>Create printing blocks by simplifying an initial sketch book idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p> <p>Work into prints with a range a media.</p> <p>Example, pens, colour pens and paints,</p>	<p>Use fabrics to create 3D structures.</p> <p>Use different grades of threads and needles.</p> <p>Experiment with batik techniques.</p> <p>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</p>	<p>Shape, form, model and construct from observation or imagination.</p> <p>Use recycled, natural and man-made materials to create sculptures.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Develop skills in using clay, ink including slabs, coils, slips etc.</p> <p>Produce intricate patterns and textures in malleable media.</p>	<p>Add collage to a painted, printed or drawn background.</p> <p>Use a range of media to create collages.</p> <p>Use different techniques, colours and textures etc. when designing and making pieces of work.</p> <p>Use collage as a means of extending work from initial ideas.</p>