



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Art and Design Progression of Skills

EYFS

Pre- School

In the moment planning occurs in Pre-school, through tailoring experiences to match children's needs and offering a wide range of art and design experiences in the provision, children are encouraged to explore and play with different media and materials and share their thoughts and ideas. They are well prepared to build on these experiences once they reach their reception year.

Reception

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Respect. Resilience. Responsibility. Confidence. Co-operation. Compassion.

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Pre-school Expressive Art & Design	Reception Expressive Art & Design
<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills</p>

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KS1 National Curriculum Objectives

Pupils should be taught:

- 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 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

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Year 1				
Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
Tone Colour Shape Line Primary Secondary Technique Tool Material Pattern Sculpture Collage	<p>I can recognise that artists can express ideas in artwork</p> <p>I can experiment with ideas.</p> <p>I can respond to colours, shapes and materials to collect ideas</p>	<p>I can use materials with concentration to achieve a piece of work (in a particular style)</p> <p>I can recognise that different types of art, craft and design have different qualities.</p> <p>I can try out a range of materials and steps involved in a process.</p>	<p>I can show interest in the work of others.</p> <p>I can describe my thoughts out loud about the work of others and my own work.</p>	<p>I can use the words tone, colour, shape and describe how I have used them in my work.</p> <p>I can use the names of some tools and techniques.</p> <p>I can recognise and describe some different kinds of art, craft and design.</p>

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Year 2				
Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
Portrait Landscape Shade Foreground Background Tone Grades (pencil) Texture Thumb pot Rolling Coil Printing	<p>I can try out different art activities and make sensible choices about what to do next.</p> <p>I can use drawing to record ideas.</p> <p>I can produce art work in stages of design, then make.</p>	<p>I can use materials on purpose choosing a technique to use.</p> <p>I can use care and control when using materials to make artwork.</p> <p>I can try out steps involved in a process and make better some of my ideas, improving what I do.</p>	<p>I can look at creative work and express my thoughts clearly to the class or teacher.</p> <p>I can create statements like 'I like this because...'</p>	<p>I can describe how different forms of artwork are made by artists, craftspeople and designers.</p> <p>I can explain how different types of artwork are made in different times and cultures.</p> <p>I can talk about materials and processes I have used, using the right vocabulary.</p>

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Key Stage 2 National Curriculum Objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

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Year 3				
Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
Observation Warm/cool colours Blending Artefact Papier mache Sculpt Model Mould Image Repeated pattern Two dimensional Three dimensional	<p>I can take information from different places and use this to develop my ideas and intentions.</p> <p>I can use my sketchbook for different purposes, to review my work and write and record observations about artists.</p> <p>I can produce art work in stages of design, sometimes planning my ideas in my sketchbook.</p>	<p>I can use materials in order to experiment with ideas and test their quality.</p> <p>I can select and control my materials and use various techniques to make artwork.</p>	<p>I can look at creative work and express my thoughts as to what my next steps might be.</p> <p>I can create statements like: 'I like this because...' 'This could be improved by...'</p>	<p>I can talk about and describe the work of some artists, craftspeople, architects and designers.</p> <p>I can explain how different types of artwork are made in different times and cultures.</p> <p>I can explain the processes involved in making my work and explain how I have used my tools and techniques.</p>

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Year 4				
Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
2D and 3D Movement Figure Form Tint Shade Structure Style Architect Architecture Mosaic	<p>I can take information from different places and use this to develop my ideas and intentions.</p> <p>I can use my sketchbooks with intention, planning my thoughts and improving my understanding.</p> <p>I can produce sketchbook work that may show several different versions of an idea and document how my project has progressed with improvement.</p>	<p>I can investigate the nature and qualities of materials in a methodical way.</p> <p>I can apply the technical skills I am learning to improve the quality of my work.</p> <p>I can use tools in different ways to gain different effects.</p>	<p>I regularly reflect on my own and others learning during art lessons.</p> <p>I can identify how to improve my work, act on this and record this improvement in different ways.</p>	<p>I can talk about and describe key ideas regarding the work of artists, craftspeople, architects and designers I have studied.</p> <p>I can demonstrate how I have used the tools I have chosen to work with on my projects.</p> <p>I can show and explain how I can use tools and materials effectively and safely.</p>

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Year 5

Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
Shadow Reflection Complimentary Contrasting Texture Printing Slip Coil	<p>I can confidently use my sketchbook for a variety of purposes including; testing materials, planning, and recording and assessment.</p> <p>I can produce sketchbook work that may show how peer assessment has assisted me make improvements.</p> <p>I can undertake research and explore this information developing my own personal ideas.</p>	<p>I can confidently investigate and use new and unfamiliar materials, recognising their potential.</p> <p>I can use my technical skills to make work which reflects my ideas and intentions.</p> <p>I can use tools in different ways to gain the effect I want.</p>	<p>I regularly assess my own and others progress in art lessons.</p> <p>I can use my own, my teachers and my peers ideas to help me reflect on my progress.</p>	<p>I can research and discuss the ideas and approaches of various artists, craftspeople, designers and architects taking account of their particular cultural context.</p> <p>I can take into account cultural contexts and intentions and reflect on these.</p> <p>I can describe the processes I am using and how I hope to achieve high quality work.</p>

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Year 6				
Vocabulary	Skills			
	<u>Generating ideas/ Designing and Developing</u>	<u>Making</u>	<u>Evaluating</u>	<u>Knowledge and Understanding</u>
Mood Atmosphere Foundation Frame Covering Images Alter Adapt Perspective Focal point Horizon Scale Proportion	<p>I can independently develop a range of ideas which show curiosity, imagination and originality.</p> <p>I can use my sketchbook to be very organised in how I am going to research and test my ideas.</p> <p>I can use other methods than my sketchbook to show and display my approaches to my work, for instance using an APP to show a process/project.</p>	<p>I can independently take action to refine my technical and craft skills in order to improve my mastery of materials and techniques.</p> <p>I can independently select and use relevant processes in order to create successful and finished work.</p>	<p>I can provide explanations for both my own and professionals' work which takes in to account their starting point.</p> <p>I can explain and document the context behind my work and that of professional's work I have looked at.</p> <p>I can use my own, my teachers and my peers ideas to help me reflect on my progress.</p>	<p>I can describe, interpret and explain the work, ideas and working practice of some significant arts practitioners.</p> <p>I can take into account cultural contexts and the different historical and social contexts in which artists work.</p> <p>I can use technical vocabulary and techniques to modify different materials and processes in order to produce high quality work.</p>

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