

Art and Design Progression of Skills

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Learning | Use artwork to record ideas, observations and experiences | Try out different activities and make sensible choices about what to do next | Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas | Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork | Develop different ideas which can be used and explain his/her choices for the materials and techniques used | Select ideas based on first hand observations, experience or imagination and develop these through open ended research |
| | Experiment with different materials to design and make products in two and three dimensions | Select particular techniques to create a chosen product and develop some care and control over materials and their use | Experiment with different materials to create a range of effects and use these techniques in the completed piece of work | Use taught technical skills to adapt and improve his/her work | Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work | Refine his/her use of learnt techniques |



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| | Explain what he/she likes about the work of others | Give reasons for his/her preferences when looking at art/craft or design work | Explain what he/she likes or dislikes about their work | Articulate how he/she might improve their work using technical terms and reasons as a matter of routine | Evaluate his/her work against their intended outcome | Adapt his/her own final work following feedback or discussion based on their preparatory ideas |
| | Know the names of tools, techniques and elements that he/she uses | Know that different artistic works are made by craftspeople from different cultures and times | Know about some of the great artists, architects and designers in history and describe their work | Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied | Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product | Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts |
| | | | | | | Explain and justify preferences towards different styles and artists |

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| Techniques | Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. | Experiment with tones using pencils, chalk or charcoal | Explore shading, using different media | Draws familiar objects with correct proportions | Develop different ideas which can be used and explain his/her choices for the materials and techniques used | Begin to develop an awareness of composition, scale and proportion in their work |
| | Explore mark-making using a variety of tools | Represent things observed, remembered or imagined using colour/tools in two and three dimensions | Understand and identify key aspects such as complementary colours, colour as tone, warm and cold colours | Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes | Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work | Use simple perspective in their work using a single focal point and horizon |
| | Make structures by joining simple objects together | Experiment with basic tools on rigid and flexible materials | Compare and recreate form of natural and manmade objects | Plan a sculpture through drawing and other preparatory work | Evaluate his/her work against their intended outcome | Use techniques, colours, tones and effects in an appropriate way to represent |



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| | | | | | | things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds |
| | Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines | He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials | He/she is able to create a collage using overlapping and layering | Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques | Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product | Produce intricate patterns and textures in a malleable media |
| | Make marks in print using found objects and basic tools and use these | Use a variety of techniques including carbon printing, relief, press and fabric | Create printing blocks using relief or impressed techniques | Use a variety of techniques e.g. marbling, silkscreen and cold water paste | Develop different ideas which can be used and explain his/her choices for the | Use different techniques, colours and textures when designing and |



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| | to create repeating patterns | printing and rubbings | | | materials and techniques used | making pieces of work and explain his/her choices |
| | Sort, cut and shape fabrics and experiment with ways of joining them | Develop techniques to join fabrics and apply decorations such as a running or over stitch | Add detail to work using different types of stitch, including cross-stitch | Print on fabrics using tie-dyes or batik | Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work | Create intricate printing patterns by simplifying and modifying sketchbook designs |
| | | | | | | Follow a design brief to achieve an effect for a particular function |