



Stoke By Nayland CofE Primary School
Skills Progression Art and Design

Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Begin to use a variety of drawing tools - Use drawings to tell a story Investigate different lines - Explore different textures Encourage accurate drawings of people 	<ul style="list-style-type: none"> - Extend the variety of drawings tools - Explore different textures – Observe and draw landscapes - Observe patterns - observe anatomy (faces, limbs) 	<ul style="list-style-type: none"> - experiment with tools and surfaces - draw a way of recording experiences and feelings - discuss use of shadows, use of light and dark - Sketch to make quick records 	<ul style="list-style-type: none"> - Experiment with the potential of various pencils - close observation - Draw both the positive and negative shapes - initial sketches as a preparation for painting - accurate drawings of people - particularly faces 	<ul style="list-style-type: none"> -identify and draw the effect of light - scale and proportion - accurate drawings of whole people including proportion and placement - Work on a variety of scales - computer generated drawings 	<ul style="list-style-type: none"> -effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective 	<ul style="list-style-type: none"> -effect of light on objects and people from different directions - interpret the texture of a surface - produce increasingly accurate drawings of people - concept of perspective

Suggested artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac

Colour (painting, ink, dye, textiles, pencils, crayon, pastels)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Experimenting with and using primary colours - Naming - mixing (not formal) - Learn the names of different tools that bring colour - Use a range of tools to make coloured marks on paper 	<ul style="list-style-type: none"> - name all the colours - mixing of colours - Find collections of colour - applying colour with a range of tools 	<ul style="list-style-type: none"> -Begin to describe colours by objects - Make as many tones of one colour as possible (using white) - Darken colours without using black - using colour on a large scale 	<ul style="list-style-type: none"> - colour mixing - Make colour wheels - Introduce different types of brushes - techniques- apply colour using dotting, scratching, splashing 	<ul style="list-style-type: none"> - colour mixing and matching; tint, tone, shade - observe colours - suitable equipment for the task - colour to reflect mood 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes 	<ul style="list-style-type: none"> - hue, tint, tone, shades and mood - explore the use of texture in colour - colour for purposes - colour to express feelings

Suggested artists: Pollock, Monet, Chagall, Ben Moseley, Van Gogh,

Texture (textiles, clay, sand, plaster, stone)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Handling, manipulating and enjoying using materials – Sensory experience – Simple collages – simple weaving 	<ul style="list-style-type: none"> weaving – collage – Sort according to specific qualities – how textiles create things 	<ul style="list-style-type: none"> overlapping and overlaying to create effects - Use large eyed needles - running stitches - Simple appliqué work - Start to explore other simple stitches - collage 	<ul style="list-style-type: none"> Use smaller eyed needles and finer threads - weaving - Tie dying, batik 	<ul style="list-style-type: none"> Use a wider variety of stitches - observation and design of textural art – experimenting with creating mood, feeling, movement - compare different fabrics 	<ul style="list-style-type: none"> use stories, music, poems as stimuli - Select and use materials - embellish work - fabric making - artists using textiles 	<ul style="list-style-type: none"> -Develops experience in embellishing - Applies knowledge of different techniques to express feelings - Work collaboratively on a larger scale

Suggested artists: Linda Caverley, Molly Williams, William Morris, Gustav Klimt

Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handling, feeling, enjoying and manipulating materials – Constructing – Building and destroying – Shape and model	Construct – Use materials to make known objects for a purpose – Carve – Pinch and roll coils and slabs using a modelling media. – Make simple joins	Awareness of natural and man-made forms – Expression of personal experiences and ideas – to shape and form from direct observation (malleable and rigid materials) – decorative techniques – Replicate patterns and textures in a 3-D form – work and that of other sculptors	Shape, form, model and construct (malleable and rigid materials) – Plan and develop – understanding of different adhesives and methods of construction – aesthetics	Plan and develop – Experience surface patterns / textures – Discuss own work and work of other sculptors – analyse and interpret natural and manmade forms of construction	plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors	plan and develop ideas – Shape, form, model and join – observation or imagination – properties of media – Discuss and evaluate own work and that of other sculptors

Suggested artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy,

Printing (found materials, fruit/veg, wood blocks, press print, lino, string)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rubbings – Print with variety of objects – Print with block colours	Create patterns – Develop impressed images – Relief printing	Print with a growing range of objects – Identify the different forms printing takes	relief and impressed printing – recording textures/patterns – monoprinting – colour mixing through overlapping colour prints	Use sketchbook for recording textures/patterns – Interpret environmental and manmade patterns – modify and adapt print	– combining prints – design prints – make connections – discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques – Screen printing – Explore printing techniques used by various artists

Suggested artists: Picasso, Dan Mather, Andy Warhol

Pattern (paint, pencil, textiles, clay, printing)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
repeating patterns – irregular painting patterns – Simple symmetry	Awareness and discussion of patterns – repeating patterns – symmetry	Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning – natural and manmade patterns – Discuss regular and irregular	pattern in the environment – design – using ICT – make patterns on a range of surfaces – symmetry	Explore environmental and manmade patterns – tessellation	Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes	Create own abstract pattern to reflect personal experiences and expression – create pattern for purposes

Suggested artists: oan Miro, Bridget Riley, Escher, Paul Klee,

