

Bullion Lane Primary School Progression of Skills in Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	<p>*Record and explore ideas from first hand observation, experience and imagination.</p> <p>*Ask and answer questions about the starting points for their work and develop their ideas.</p> <p>*Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>*Record and explore ideas from first hand observation, experiences and imagination.</p> <p>*Ask and answer questions about the starting points for their work and the processes they have used.</p> <p>Develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>*Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>*Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>*Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>*Select and record from first hand observation, experience and imagination and explore ideas for different purposes.</p> <p>*Question and make thoughtful observations about starting points and select ideas to use in their work.</p> <p>*Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
Evaluating and developing work (ongoing)	<p>*Review what they and others have done and say what they think and feel about it. E.g. Annotate their work.</p> <p>*Identify what they might change in their current work</p>	<p>*Review what they and others have done and say what they think and feel about it. E.g. Annotate their work.</p> <p>*Identify what they might change in their current work</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe</p>	<p>*Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>*Adapt their work according to their views and describe</p>

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	or develop in their future work.	or develop in their future work. *Annotate work.	how they might develop it further. *Annotate work.	how they might develop it further. *Annotate work.	how they might develop it further. *Annotate work.	how they might develop it further. *Annotate work.
Drawing	<p>*Use a variety of tools, including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>*Use a sketchbook or file to gather and collect artwork.</p> <p>*Begin to explore the use of line, shape and colour.</p>	<p>*Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>*Understand the basic use of a sketchbook/file and work out ideas for drawings.</p> <p>*Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>*Experiment with the visual elements: line, shape, pattern and colour.</p>	<p>*Experiment with different grades of pencil and other implements.</p> <p>*Plan, refine and alter their drawings as necessary.</p> <p>*Use their sketchbook/file to collect and record visual information from different sources.</p> <p>*Draw for a sustained period of time at their own level.</p> <p>*Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>*Make informed decisions in drawing including paper and media.</p> <p>*Alter and refine drawings and describe changes using art vocabulary.</p> <p>*Collect images and information independently in a sketchbook/file.</p> <p>*Use research to inspire drawings from memory and imagination.</p> <p>*Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>*Use a variety of source material for their work.</p> <p>*Work in a sustained and independent way from observation, experience and imagination.</p> <p>*Use a sketchbook/file to develop ideas.</p> <p>*Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>*Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>*Identify artists who have worked in a similar way to their own work.</p> <p>*Develop ideas using different or mixed media, using a sketchbook.</p> <p>*Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
Painting	<p>*Use a variety of tools and techniques including the use of different brush sizes and types.</p>	<p>*Mix a range of secondary colours, shades and tones.</p> <p>*Experiment with tools and techniques, including layering,</p>	<p>*Mix a variety of colours and know which primary colours make secondary colours.</p> <p>*Use a developed colour vocabulary.</p>	<p>*Make and match colours with increasing accuracy.</p> <p>*Use more specific colour language,</p>	<p>*Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary</p>	<p>*Create shades and tints using black and white.</p> <p>*Choose appropriate paint, paper and implements to</p>

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	<ul style="list-style-type: none"> *Mix and match colours to artefacts and objects. *Work on different scales. *Mix secondary colours and shades using different types of paint. *Create different textures, e.g. use of sawdust. 	<p>mixing media, scraping through etc.</p> <ul style="list-style-type: none"> *Name different types of paint and their properties. *Work on a range of scales, e.g. large brush on large paper etc. *Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> *Experiment with different effects and textures, including blocking in colour, washes, thickened paint etc. *Work confidently on a range of scales, e.g. thin brush on small picture etc. 	<p>e.g. tint, tone, shade, hue.</p> <ul style="list-style-type: none"> *Choose paints and implements appropriately. *Plan and create different effects and textures with paint according to what they need for the task. *Show increasing independence and creativity with the painting process. 	<p>and contrasting colours.</p> <ul style="list-style-type: none"> *Work on preliminary studies to test media and materials. *Create imaginative work from a variety of sources. 	<p>adapt and extend their work.</p> <ul style="list-style-type: none"> *Carry out preliminary studies, test media and materials and mix appropriate colours. *Work from a variety of sources, including those researched independently. <p>Show an awareness of how paintings are created (composition)</p>
Printing	<ul style="list-style-type: none"> *Make marks in print with a variety of objects. *Carry out different printing techniques, e.g. monoprint, block, relief and resist printing. *Make rubbings. *Build a repeating pattern and recognise pattern in the environment. 	<ul style="list-style-type: none"> *Use a variety of techniques, including carbon printing, relief, press and fabric printing and rubbings. <p>Design patterns of increasing complexity and repetition.</p> <ul style="list-style-type: none"> *Print using a variety of materials, objects and techniques. 	<ul style="list-style-type: none"> *Print using a variety of materials, objects and techniques, including layering. *Talk about the processes used to produce a simple print to explore pattern and shape, creating designs for printing. 	<ul style="list-style-type: none"> *Research, create and refine a print using a variety of techniques. *Select broadly the kinds of material to print in order to get the effect they want. *Resist printing including marbling, silkscreen and cold-water paste. 	<ul style="list-style-type: none"> *Explain a few techniques, including the use of ply-bricks, relief, mono and resist printing. *Choose the printing method appropriate to the task. *Build up layers and colours/textures. *Organise their work in terms of pattern, repetition, 	<ul style="list-style-type: none"> *Describe varied techniques. *Be familiar with layering prints. *Be confident with printing on paper and fabric. *Alter and modify work. *Work relatively independently.

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					<p>symmetry or random printing styles.</p> <p>*Choose inks and overlay colours.</p>	
Textiles/collage	<p>*Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</p> <p>*How to thread a needle, cut, glue and trim material.</p> <p>*Create images from imagination, experience or observation.</p> <p>*Use a wide variety of media, including fabric, plastic, tissue, magazines, crepe paper etc.</p>	<p>*Use a variety of techniques, including weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, applique and embroidery.</p> <p>*Create textured collages from a variety of media.</p> <p>*Make a simple mosaic.</p> <p>*Stitch, knot and use other manipulative skills.</p>	<p>*Use a variety of techniques, including printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and applique.</p> <p>*Name the tools and materials they have used.</p> <p>*Develop skills in stitching, cutting and joining.</p> <p>*Experiment with a range of media, e.g. overlapping, layering etc.</p>	<p>*Match the tool to the material.</p> <p>*Combine skills more readily.</p> <p>*Choose collage or textiles as a means of extending work already achieved.</p> <p>*Refine and alter ideas and explain choices using an art vocabulary.</p> <p>*Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p> <p>*Experiment with paste resist.</p>	<p>*Join fabrics in different ways, including stitching.</p> <p>*Use different grades and uses of threads and needles.</p> <p>*Extend their work within a specified technique.</p> <p>*Use a range of media to create collage.</p> <p>*Experiment with using batik safely.</p>	<p>*Awareness of the potential uses of a material.</p> <p>*Use different techniques, colours and textures etc. when designing and making pieces of work.</p>
3D Form	<p>*Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>*Explore sculpture with a range of</p>	<p>*Manipulate clay for a variety of purposes, including thump pots, simple coil pots and models.</p>	<p>*Join clay adequately and work reasonably independently.</p> <p>*Construct a simple clay base for extending and</p>	<p>*Make informed choices about the 3D technique chosen.</p> <p>*Show an understanding of</p>	<p>*Describe the different qualities involved in modelling, sculpture and construction.</p>	<p>*Develop skills in using clay, including slabs, coils, slips etc.</p> <p>*make a mould and use plaster safely.</p>

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	<p>malleable media, especially clay. *Experiment with, construct and join recycled, natural and man-made materials. *Explore shape and form.</p>	<p>*Build a textured relief tile. *Understand the safety and basic care of materials and tools. *Experiment with construct and join recycled, natural and man-made materials more confidently.</p>	<p>modelling other shapes. *Cut and join wood safely and effectively. *make a simple papier mache object. *Plan, design and make models.</p>	<p>shape, space and form. *Plan, design, make and adapt models. *Talk about their work understanding that it has been sculpted, modelled or constructed. *Use a variety of materials.</p>	<p>*Use recycled, natural and man-made materials to create sculpture. *Plan a sculpture through drawing and other preparatory work.</p>	<p>*Create sculpture and constructions with increasing independence.</p>
Breadth of study	<p>*Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate different kinds of art, craft and design.</p>	<p>*Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate different kinds of art, craft and design.</p>	<p>* Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>* Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>*Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>	<p>*Work on their own, and collaboratively with others on projects in 2 and 3 dimensions and on different scales. *Use ICT. *Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>