

## ***Art and Design Progression of Skills EYFS - Y6***

	EYFS	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
<b>Thread</b>	<ul style="list-style-type: none"> <li>▪ <b>Early Learning Goal:</b></li> <li>▪ To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To use a range of materials creatively to design and make products.</li> <li>▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>▪ About the work and range of artists, craft makers and designers, describing the differences and similarities between practices and disciplines, and making links to their own work.</li> </ul>		<ul style="list-style-type: none"> <li>▪ To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>▪ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil, charcoal, paint, clay)</li> <li>▪ About great artists, architects and designers in history.</li> </ul>			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Developing ideas</b>	<ul style="list-style-type: none"> <li>▪ Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start to record simple media explorations in a sketch book</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a sketchbook to plan and develop simple ideas.</li> <li>▪ Build information on colour mixing, the colour wheel and colour spectrums.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>▪ Use the sketch book to plan how to join</li> </ul>

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			<ul style="list-style-type: none"> <li>Collect textures and patterns to inform other work.</li> </ul>	<ul style="list-style-type: none"> <li>material for future works.</li> <li>Identify interesting aspects of objects as a starting point for work.</li> <li>Use a sketch book to express feelings about a subject.</li> <li>Make notes about techniques used by artists.</li> <li>Annotate ideas for improving their work through keeping notes in a sketch book.</li> </ul>	<ul style="list-style-type: none"> <li>Express likes and dislikes through annotations.</li> <li>Use a sketch book to adapt and improve original ideas.</li> </ul>	<ul style="list-style-type: none"> <li>material for future works.</li> <li>Use sketchbooks to plan a sculpture through drawing and other preparatory work.</li> <li>Use the sketch book to plan how to join parts of the sculpture.</li> <li>Adapt work as and when necessary and explain well.</li> </ul>	<ul style="list-style-type: none"> <li>parts of the sculpture.</li> <li>Adapt work as and when necessary and explain well.</li> </ul>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>Enjoy using graphic tools, fingers, hands, chalk, pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons,</li> </ul>	<ul style="list-style-type: none"> <li>Continue to investigate tone by drawing light/ dark lines, light/</li> </ul>	<ul style="list-style-type: none"> <li>Develop intricate patterns/ marks with a variety of media.</li> </ul>	<ul style="list-style-type: none"> <li>Draw for a sustained period of time at an appropriate level.</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a</li> </ul>	<ul style="list-style-type: none"> <li>Draw for a sustained period of time over a number of sessions</li> </ul>

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<b>Drawing</b>	<ul style="list-style-type: none"> <li>Use and begin to control a range of media.</li> <li>Draw on different surfaces and coloured paper.</li> <li>Produce lines of different thickness and tone using a pencil.</li> <li>Start to produce patterns and textures from observations, imagination and illustrations.</li> </ul>	<p>pastels, felt tips, charcoal, pen, chalk.</p> <ul style="list-style-type: none"> <li>Begin to control the types of marks made with the range of media.</li> <li>Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/dark lines.</li> </ul> <p>Artists: Van Gogh, Seurat.</p>	<p>dark patterns, light/ dark shapes using a pencil.</p> <ul style="list-style-type: none"> <li>Draw lines/ marks from observations</li> <li>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Understand tone through the use of different grades of pencils (HB, 2B, 4B)</li> </ul> <p>Artists: Durer, Da Vinci, Cezanne.</p>	<ul style="list-style-type: none"> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>Begin to indicate facial expressions in drawings.</li> <li>Begin to show consideration in the choice of pencil they use.</li> </ul> <p>Artists: Picasso, Hopper, Surrealism</p>	<ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media.</li> <li>Have opportunities to develop further drawings featuring the third dimension and perspective.</li> <li>Begin to show awareness of representing texture through the choice of marks and lines made.</li> <li>Begin to use media and techniques</li> </ul>	<p>detailed drawing.</p> <ul style="list-style-type: none"> <li>Use different techniques for different purposes e.g shading, hatching.</li> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Have opportunities to develop simple perspective in their work using a single focal point and horizon.</li> <li>Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>Develop close</li> </ul>	<p>working on one piece.</p> <ul style="list-style-type: none"> <li>Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.</li> <li>Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>Develop an awareness of composition, scale and proportion in their work.</li> </ul> <p>Artists: Have opportunity to explore modern and traditional artists using ICT</p>
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					(line, colour and tone) to show representation of movement in figures and forms. <ul style="list-style-type: none"> <li>Attempt to show reflections in a drawing.</li> </ul>	observation skills using a variety of view finders.	and other resources.
					Artists: Perspective drawings, shadows, Goya, Sargent, Holbein.	Artists: Moore Sketchbooks, Rossetti, Klee, Calder, Cassatt.	
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Painting</b>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs.</li> <li>Recognise and name the</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with paint media using a range of tools e.g brush sizes, hands, feet, rollers and pads.</li> <li>Explore techniques such as lightening and darkening paint</li> </ul>	<ul style="list-style-type: none"> <li>Control the types of marks made in a range of painting techniques e.g layering, mixing media and adding texture.</li> <li>Understand how to make tints using</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint</li> </ul>	<ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened</li> </ul>	<ul style="list-style-type: none"> <li>Work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone and shade.</li> <li>Purposely control the</li> </ul>

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	<p>primary colours being used.</p> <ul style="list-style-type: none"> <li>▪ Mix and match colours to a different artefacts and objects.</li> <li>▪ Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper.</li> </ul>	<p>without the use of black and white.</p> <ul style="list-style-type: none"> <li>▪ Begin to show control over the types of marks made.</li> <li>▪ Experiment with layering and mixing media.</li> <li>▪ Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.</li> </ul> <p>Artists: Klimt, Marc, Klee, Hockney.</p>	<p>white and tones by adding black to make darker and lighter shades.</p> <ul style="list-style-type: none"> <li>▪ Understand the colour wheel and colour spectrums.</li> <li>▪ Be able to mix all the secondary colours using primary colours confidently.</li> <li>▪ Use a suitable brush to produce marks appropriate work e.g small brush for small marks.</li> <li>▪ Mix and match colours to artefacts and objects.</li> <li>▪ Experiment with tools e.g</li> </ul>	<p>colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>▪ Create different effects and textures according to what they need for the task.</li> <li>▪ Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> <li>▪ Understand how to create a background using a wash.</li> <li>▪ Mix colours and know which primary</li> </ul>	<p>creating textural effects.</p> <ul style="list-style-type: none"> <li>▪ Start to develop a painting from a drawing.</li> <li>▪ Begin to choose appropriate media to work with.</li> <li>▪ Use light and dark within painting and show understanding of complimentary colours.</li> <li>▪ Work in the style of a selected artist (not copying).</li> </ul> <p>Artists: Hopper, Rembrandt</p>	<p>paint creating textural effects.</p> <ul style="list-style-type: none"> <li>▪ Mix and match colours to create atmosphere and light effects.</li> <li>▪ Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Carry out preliminary studies trying out different media and materials and mixing appropriate colours.</li> </ul>	<p>types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>▪ Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>▪ Understanding which works well in their work and why.</li> <li>▪ Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.</li> </ul>
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			scraping through. ▪ Create textured paint by adding sand.  Artists: Pollock, Riley, Monet, Aboriginal.	colours make secondary colours  Artists/ movements: Rothko, Rivera, Indian, Minitures, O'Keefe, Abstract, Expressionism.		Artists: Lowry, Matisse, Magritte.	Artists: opportunity to explore modern and traditional arts.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Printing	▪ Make rubbings to collect textures and patterns e.g brick, coin. ▪ Print with a range of hard and soft materials e.g corks, sponges. ▪ Make simple marks on rollers. ▪ Recognise patterns in the environment. ▪ Enjoy using stencils to	▪ Make rubbings to collect textures and patterns. ▪ Print with a range of hard and soft materials e.g corks, sponges. ▪ Make simple marks on rollers. ▪ Roll printing ink over found objects to create patterns e.g plastic mesh, stencils.	▪ Continue to explore printing simple pictures with a range of hard and soft materials e.g cork, pen, barrels, sponge. ▪ Demonstrate experience at impressed printing: drawing into ink, printing from objects. ▪ Use equipment	▪ Create printing blocks using a relief or impressed method ▪ Create repeating patterns. ▪ Print with two colour overlays. ▪ Combine prints taken from different objects to produce an end piece.  Artists: Morris, Labelling.	▪ Increase awareness of mono and relief printing. ▪ Demonstrate experience in fabric printing. ▪ Expand experience in 3 colour printing. ▪ Create repeating patterns. ▪ Combine prints taken from different objects to produce an end piece.	▪ Start to overlay prints with other media e.g pens, colour pens and paints. ▪ Use print as a starting point to embroidery. ▪ Show experience in a range of mono print technique. ▪ Create printing blocks by simplifying an initial	▪ Demonstrate experience in a range of printmaking techniques. ▪ Describe techniques and processes. ▪ Adapt their work according to their views and describe how they might develop it further. ▪ Develop their own style using tonal

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	create a picture.	<ul style="list-style-type: none"> <li>Explore printing in relief e.g string and card.</li> <li>Begin to identify forms of printing: books, posters, fabrics.</li> <li>Build repeating patterns and recognise patterns in the environment.</li> <li>Create simple printing blocks with press print.</li> </ul> <p>Artists: Warhol, Hokusai.</p>	<p>and media correctly and be able to produce a clean printed image.</p> <ul style="list-style-type: none"> <li>Make simple marks on rollers and printing palettes.</li> <li>Take simple prints e.g mono printing.</li> <li>Experiment with overprinting motifs and colour.</li> </ul> <p>Artists: Hiroshige, Escher.</p>		<p>Artists: Rothenstein, Kunisada.</p>	<p>sketch book idea.</p> <p>Artists: Advertising, Bawden.</p>	<p>contrast and mixed media.</p> <p>Artists: Explore modern and traditional arts.</p>
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<ul style="list-style-type: none"> <li>Create fabrics by weaving materials i.e. grass through twigs.</li> <li>Enjoy playing with and using</li> </ul>	<ul style="list-style-type: none"> <li>Investigate textures by describing, naming, rubbing, copying.</li> </ul>	<ul style="list-style-type: none"> <li>Match and sort fabrics and threads for colour, texture, length, size and shape.</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques e.g printing, dyeing, weaving and stitching to create</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of techniques e.g printing, dyeing, weaving and stitching to</li> </ul>	<ul style="list-style-type: none"> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needs.</li> </ul>

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<b>Texture, pattern, colour, line and tone.</b>	<p>a variety of textiles and fabric.</p> <ul style="list-style-type: none"> <li>Decorate a piece of fabric. Show experience in simple stitch work.</li> <li>Show experience in fabric collage.</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> </ul>	<ul style="list-style-type: none"> <li>Produce an expanding range of patterns and textures.</li> <li>Begin to understand how colours can link to moods and feelings in art.</li> <li>Use printmaking to create a repeating pattern.</li> <li>Apply shapes by stitching or glue.</li> <li>Apply decoration using beads, buttons, feathers etc.</li> <li>How to thread a needle.</li> </ul>	<ul style="list-style-type: none"> <li>Use natural materials to consider pattern and texture e.g stones, leaves, feather, sticks, grasses.</li> <li>Express links between colour and emotion.</li> <li>Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting and plaiting.</li> <li>Apply shapes by stitching or glue.</li> <li>Apply decoration using beads, buttons, feathers etc.</li> </ul>	<p>different textural effects.</p> <ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Create art works from natural materials to show an awareness of different viewpoints of the same object.</li> </ul>	<p>create different textural effects.</p> <ul style="list-style-type: none"> <li>Match the tool to the material.</li> <li>Develop skills in stitching, cutting and joining.</li> <li>Experiment with Batik technique.</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with Batik technique.</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>
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			<ul style="list-style-type: none"> <li>▪ Create cords and plaits for decoration.</li> <li>▪ Apply colour with dipping, fabric crayons.</li> <li>▪ Create and use dyes e.g tea and coffee.</li> <li>▪ Create fabrics by weaving materials i.e. grass through twigs.</li> <li>▪ Stitch and knot.</li> </ul>				
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Art through technology</b>		<ul style="list-style-type: none"> <li>▪ Take a self portrait or photograph.</li> <li>▪ Use a simple computer paint programme to create a picture.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific part of an artefact before drawing it.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use printed images taken with a digital camera and combine them with other media to produce artwork.</li> <li>▪ Take photos and explain their creative vision.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create a piece of art which includes integrating a digital image they have taken.</li> <li>▪ Take a photo from an unusual or thought-provoking viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compose a photo with thought for textural qualities, light and shade.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Have opportunity to explore modern and traditional artists using ICT and other resources.</li> <li>▪ Combine a selection of images using digital technology considering</li> </ul>

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							colour, size and rotation.
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Responding to art</b>	<ul style="list-style-type: none"> <li>Look and talk about what they have produced, describing simple techniques and media used.</li> </ul>	<ul style="list-style-type: none"> <li>Look and talk about own work and that of other artists and the techniques they have used.</li> <li>Express likes and dislikes.</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>Explore thoughts and feelings about a piece of art.</li> <li>Reflect and explain the success and challenges in a piece of art created.</li> <li>Explain how a piece of art</li> </ul>	<ul style="list-style-type: none"> <li>Continue to explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>Discuss own and others work, expressing thoughts and feelings, using knowledge and understanding of artists and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> <li>Begin to explore a range of great artists, architects and designers in history.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the art of key artists and begin to place them in key movement or historical events.</li> <li>Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and review own and others work, expressing thoughts and feelings explaining their views.</li> <li>Identify artists who have worked in a similar way to their own work.</li> <li>Explore a range of great artists, architects and designers in history.</li> <li>Compare the style of different styles and approaches.</li> </ul>

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			<p>makes them feel.</p> <ul style="list-style-type: none"> <li>Identify changes they might make or how their work could be developed further.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to art from other cultures and other periods of time.</li> </ul>		different styles and approaches.	
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>3D and sculpture</b>	<ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with constructing and joining recycled, natural and</li> </ul>	<ul style="list-style-type: none"> <li>Experiment in a variety of malleable media e.g clay, salt dough and Modroc.</li> <li>Shape and model materials for a purpose e.g pot/ tile from observation and imagination.</li> <li>Continue to manipulate malleable materials in a variety of ways including rolling,</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling and kneading.</li> <li>Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>Manipulate malleable materials for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show an awareness of objects having a third dimension and perspective.</li> <li>Learn to secure work to continue at a later date.</li> <li>Join two parts successfully.</li> <li>Construct a simple base for extending and modelling</li> </ul>	<ul style="list-style-type: none"> <li>Secure work to continue at a later date.</li> <li>Decorate, coil and produce Marquette's confidently when necessarily.</li> <li>Model over an armature: newspaper frame for Modroc (paper Mache)</li> <li>Adapt works as and when necessary and explain why.</li> <li>Gain more confidence in carving as a</li> </ul>	<ul style="list-style-type: none"> <li>Secure work to continue at a later date.</li> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different ways of finishing work: glaze, paint and polish.</li> <li>Show increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Work around armatures or over constructed foundations.</li> <li>Demonstrate experience in relief and freestanding work using a range of media.</li> <li>Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>Develop understanding of different</li> </ul>

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	<p>manmade materials.</p> <ul style="list-style-type: none"> <li>Use simple 2D shapes to create a 3D form.</li> </ul>	<p>pinching and kneading.</p> <ul style="list-style-type: none"> <li>Impress and apply simple decoration techniques.</li> <li>Use tools and equipment safely and in the correct way.</li> </ul> <p>Artists: Moore, African, Native American.</p>	<p>e.g a pot or tile.</p> <ul style="list-style-type: none"> <li>Explore carving as a form of 3D art</li> <li>Use tools and equipment safely and in the correct way</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul> <p>Artists: Hepworth, Arp, Nevelson, Gabo.</p>	<p>other shapes.</p> <ul style="list-style-type: none"> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experiments as well as try out ideas.</li> <li>Shape, form, model and construct from observation or imagination.</li> <li>Create surface patterns and textures in a malleable material e.g pinch, slab, coil techniques.</li> <li>Use papier Mache to</li> </ul>	<p>form of 3D art.</p> <ul style="list-style-type: none"> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> <li>Shape, form, model and construct from observation or imagination.</li> </ul> <p>Artists: Egyptian artefacts, Christo.</p>	<p>to carve a simple form.</p> <ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> <li>Use recycled, natural and man-made materials to create sculptures.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> </ul> <p>Artist: Frink, Balla, Andre.</p>	<p>ways of finishing work: glaze, paint and polish.</p> <ul style="list-style-type: none"> <li>Recognise sculptural forms in the environment: furniture, buildings.</li> <li>Solve problems as they occur.</li> </ul> <p>Artists: explore modern and traditional arts.</p>
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				<p>create a simple 3D object.</p> <p>Artists: Calder, Segal, Leach, Kinetic, Recycled/ found sculptures from Africa and India- Flip flop art.</p>			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Collage</b>	<ul style="list-style-type: none"> <li>Collect, sort, name and match colours appropriate for an image.</li> </ul>	<ul style="list-style-type: none"> <li>Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> <li>Arrange and glue materials to different backgrounds</li> <li>Sort and group materials for different purposes e.g colour or texture.</li> </ul>	<ul style="list-style-type: none"> <li>Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> <li>Arrange and glue materials to different backgrounds</li> <li>Sort and group materials for different</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background .</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> </ul>	<ul style="list-style-type: none"> <li>Add collage to a painted, printed or drawn background.</li> <li>Use a range of media to create collages.</li> <li>Use different techniques, colours and textures etc when designing and making pieces of work.</li> <li>Use collage as a means of extending</li> </ul>

## ***Art and Design Progression of Skills EYFS - Y6***

		<ul style="list-style-type: none"> <li>▪ Fold, crumple, tear and overlap papers.</li> <li>▪ Work on different scales.</li> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> </ul>	<p>purposes e.g colour or texture.</p> <ul style="list-style-type: none"> <li>▪ Fold, crumple, tear and overlap papers.</li> <li>▪ Work on different scales.</li> <li>▪ Collect, sort, name and match colours appropriate for an image.</li> <li>▪ Create textured collages from a variety of media.</li> </ul>	visual vocabulary.		<ul style="list-style-type: none"> <li>▪ Use collage as a means of extending work from initial ideas</li> </ul>	work from initial ideas.
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### ***Our school progression:*** (Blue= art/D & T Combined unit)

Reception	<p style="text-align: center;"><u>Throughout the year:</u></p> <p><b><u>Forest school</u></b></p> <ul style="list-style-type: none"> <li>▪ Make rubbings to collect textures and patterns e.g brick, coin</li> <li>▪ Recognise patterns in the environment</li> <li>▪ Enjoy using stencils to create a picture.</li> </ul>
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## ***Art and Design Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>Create fabrics by weaving materials i.e. grass through twigs.</li> </ul> <p><b><u>Explorative provision</u></b> Enjoy using stencils to create a picture.</p> <ul style="list-style-type: none"> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration.</li> </ul>					
	<b>Autumn: All about me</b>	<b>Autumn: Percy the Park Keeper.</b>	<b>Spring: All around the world</b>	<b>Spring: Down on the farm</b>	<b>Summer: Once upon a time.</b>	<b>Summer: Rumble in the jungle</b>
	<b>Self portraits (drawing, painting)</b> <b>Diwali lanterns</b> <b>Leaf prints</b> <b>Colour monster</b>	<b>Collage poppies</b> <b>Conker painting</b> <b>hedgehog painting</b> <b>Autumn wreaths</b> <b>Firework scenes (blowing paint)</b>	<b>Resist painting (wax)</b> <b>Mud hedgehogs</b> <b>Whole class</b> <b>Chinese dragon</b> <b>Colour mixing</b>	<b>Animal collage</b> <b>Animal pastels</b> <b>Observational drawings of seasons</b>  <b>Moving pictures (mechanisms)</b>	<b>Junk modelling</b>  <b>Fairy-tale puppets</b>	<b>Sea pictures (pastels)</b>
<b>Skills Covered:</b>	<ul style="list-style-type: none"> <li>Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs.</li> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to a different artefacts and objects.</li> <li>Explore working with paint on different surfaces and in different ways e.g</li> </ul>	<ul style="list-style-type: none"> <li>Print with a range of hard and soft materials e.g corks</li> <li>Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper</li> <li>Enjoy using a variety of tools including different size brushes and tools e.g sponge brushes, fingers and twigs.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Enjoy using a variety of tools including different size</li> </ul>	<ul style="list-style-type: none"> <li>Explore models with mechanisms and establish how each one moves different because of the design.</li> <li>Design and verbally say the tools needed.</li> <li>Collect, sort, name and match colours</li> </ul>	<ul style="list-style-type: none"> <li>Show experience in fabric collage</li> <li>Use appropriate language to describe colours, media, equipment and textures.</li> <li>Enjoy playing with and using a variety of textiles and fabric.</li> <li>Look and talk about what they have produced, describing</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to a different artefacts and objects.</li> <li>Explore working with paint on different surfaces and in different ways e.g coloured,</li> </ul>

## ***Art and Design Progression of Skills EYFS - Y6***

	coloured, sized and shaped paper.	<ul style="list-style-type: none"> <li>Manipulate malleable materials in a variety of ways including rolling and kneading e.g salt dough. Impress and apply simple decoration.</li> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Use simple 2D shapes to create a 3D form.</li> </ul>	brushes and tools e.g sponge brushes, fingers and twigs. <ul style="list-style-type: none"> <li>Recognise and name the primary colours being used.</li> <li>Mix and match colours to a different artefacts and objects. Explore working with paint on different surfaces and in different ways e.g coloured, sized and shaped paper.</li> </ul>	appropriate for an image.	simple techniques and media used. <ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Use simple 2D shapes to create a 3D form.</li> </ul>	sized and shaped paper. <ul style="list-style-type: none"> <li>Understand the safety and basic care of materials and tools.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul>
<b>Year 1</b>	Autumn: Adventurers and Explorers		Spring: Once Upon a time		Summer: Oceans and beaches	
	<b>D &amp; T Focus with Art elements: sculpture and architects.</b>	<b>Exploring new skills.</b>	<b>Henry Rousseau the artist and collage.</b>		<b>Andy Warhol the artist.</b>	
	<ul style="list-style-type: none"> <li>Learn what an 'architect' is and what 'architecture is'.</li> </ul>	Silhouette art- hot desert Scene: <ul style="list-style-type: none"> <li>Learn how to colour mix to form a 'hot'</li> </ul>	<ul style="list-style-type: none"> <li>Learn about Henry Rosseau and his 'Bouquet of flowers' and 'A storm in the Jungle'- discuss how it was all his imagination, provide opinions.</li> </ul>		<ul style="list-style-type: none"> <li>Who is Andy Warhol and what is his impact on art today.</li> <li>Printing using objects e.g fruit</li> </ul>	



## ***Art and Design Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>▪ Learn the significance of Brunel's work.</li> <li>▪ Look at examples of important UK buildings/ local buildings.</li> <li>▪ What makes something 3d?</li> <li>▪ Look at features of the school building and sketch and label the feature.</li> <li>▪ Design and write a list of materials for a shelter.</li> <li>▪ Make a practice model using paper/ clay and experiment using materials to apply detail.</li> <li>▪ Annotate drawings with improvements before making the final structure strong.</li> </ul>	<p>or 'sunset' background using paint.</p> <ul style="list-style-type: none"> <li>▪ Experiment using chalks, watercolours and paints to form a sunset.</li> <li>▪ Stencil an animal or tree to create a 3D scene.</li> </ul> <p>Pattern Landscapes- snowy scene:</p> <ul style="list-style-type: none"> <li>▪ Teach children different sketching techniques e.g stippling, hatching, cross hatching.</li> <li>▪ Blow up a sketch on A3, children can use tracing paper to go over the main lines and practicing using a pencil to form patterns.</li> <li>▪ Draw the lines of the hills, adding pastels and pencil, children can start to add the patterns (explain that the same patterns</li> </ul>	<ul style="list-style-type: none"> <li>▪ Up Close sketching of plants.</li> <li>▪ Mixing shades using primary colours and shades of green.</li> <li>▪ Design a jungle scene- considering the layers of the rainforest.</li> <li>▪ Draw and paint a jungle animal.</li> <li>▪ Paint the background and layer on top using collage techniques.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Designing the imprint on paper e.g shells, beach ball etc.</li> <li>▪ Imprinting an object in preparation for printing</li> <li>▪ Using paint/ ink to print a seaside object.</li> </ul>
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## ***Art and Design Progression of Skills EYFS - Y6***

		cannot touch each other).		
<b>Skills Covered:</b>  Drawing (pencil, chalk) Painting The work of an artist x1 Collage Printing 3d Sculpture	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Experiment in a variety of malleable media e.g clay, salt dough and Modroc.</li> <li>Impress and apply simple decoration techniques.</li> <li>Use tools and equipment safely and in the correct way.</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> <li>Use simple 2D shapes to create a 3D form.</li> </ul>	<b>Painting and sketching</b> <ul style="list-style-type: none"> <li>Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines.</li> <li>Explore techniques such as lightening and darkening paint without the use of black and white.</li> </ul>	<b>Collage</b> <ul style="list-style-type: none"> <li>Arrange and glue materials to different backgrounds</li> <li>Fold, crumple, tear and overlap papers.</li> <li>Collect, sort, name and match colours appropriate for an image.</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> </ul>	<b>Printing</b> <ul style="list-style-type: none"> <li>Print with a range of hard and soft materials e.g corks, sponges.</li> <li>Make simple marks on rollers.</li> <li>Roll printing ink over found objects to create patterns e.g plastic mesh, stencils.</li> <li>Explore printing in relief e.g string and card.</li> <li>Create simple printing blocks with press print.</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

	<i>Please look at D&amp;T progression for appropriate skills.</i>				
Year 2	Autumn: A Bear named Paddington		Spring: Castles, Knights and Fairytales.		Summer: An Island Home
	<b>‘Zoomed’ in sketching of topic objects.</b>	<b>Textiles: Peruvian Arpillera Art</b>	<b>Mono castle printing.</b>	<b>Paul Klee inspired collage: coat of arms/ shields</b>	<b>Sculpture: Paper Mache Islands (DT and Art combined)</b>
	<ul style="list-style-type: none"><li>▪ Use technology to zoom in on an object.</li><li>▪ Use sketching techniques to sketch an object in detail building on techniques learned in Year 1. (Give children a choice of drawing tools e.g charcoal, chalk, pencil)</li></ul>	<ul style="list-style-type: none"><li>▪ Study the tradition of Arpillera Art</li><li>▪ Learn to thread a needle and do a simple overstitch.</li><li>▪ Design an Arpillera scene.</li><li>▪ Cut out, glue and sew a scene.</li><li>▪ <a href="http://www.trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera">www.trc-leiden.nl/trc-needles/regional-traditions/middle-and-south-america/arpillera</a></li></ul>	<ul style="list-style-type: none"><li>▪ Learn about shades and shadows in pictures e.g castles.</li><li>▪ Practice cutting an outline of the key features of a castle and printing using only black ink.</li><li>▪ Explore drawing onto the paper whilst its absorbed in the ink.</li><li>▪ Children to layer a castle scene</li><li>▪ Use white chalk or charcoal to</li></ul>	<ul style="list-style-type: none"><li>▪ Who is Paul Klee?</li><li>▪ Explore the use of colour and pattern.</li><li>▪ Design a coat of arms.</li><li>▪ Use collage and grouping colour.</li></ul>	<ul style="list-style-type: none"><li>▪ Design a sculpture</li><li>▪ Create a practice model- adapt designs</li><li>▪ Use paper mache to form a model.</li><li>▪ Consider the use of colour/ textures.</li></ul>

## Art and Design Progression of Skills EYFS - Y6

			add further texture.  <a href="http://www.deepspacesparkle.com/fairy-tale-castles-art-project/">www.deepspacesparkle.com/fairy-tale-castles-art-project/</a>		
<b>Skills Covered:</b>  Textiles and the study/ history of a cultured tradition.  Printing Collage Artist inspired x1 Sculpture Drawing using technology.	<b>Drawing:</b> <ul style="list-style-type: none"> <li>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.</li> <li>Begin to control the types of marks made with the range of media.</li> <li>Develop a range of tone using a pencil and use a variety of techniques such as: hatching, scribbling, stippling and blending to create light/ dark lines.</li> <li>Understand how to use 'Zoom' to show an object in detail- using a viewfinder to focus on a specific</li> </ul>	<b>Textiles:</b> <ul style="list-style-type: none"> <li>Apply shapes by stitching or glue.</li> <li>Apply decoration using beads, buttons, feathers etc.</li> <li>How to thread a needle.</li> <li>Investigate textures by describing, naming, rubbing, copying.</li> <li>Produce an expanding range of patterns and textures.</li> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and</li> </ul>	<b>Printing:</b> <ul style="list-style-type: none"> <li>Make simple marks on rollers and printing palettes.</li> <li>Take simple prints e.g mono printing.</li> <li>Experiment with overprinting motifs and colour.</li> </ul>	<b>Collage:</b> <ul style="list-style-type: none"> <li>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and discipline and making links to their own work.</li> <li>Create images from a variety of media e.g photocopies material, fabric, crepe paper, magazines.</li> <li>Arrange and glue materials</li> </ul>	<b>Sculpture:</b> <ul style="list-style-type: none"> <li>Manipulate malleable materials for a purpose e.g a pot or tile.</li> <li>Explore carving as a form of 3D art</li> <li>Use tools and equipment safely and in the correct way</li> <li>Experiment with constructing and joining recycled, natural and manmade materials.</li> </ul> <p><b><i>Please look at D&amp;T progression for appropriate skills.</i></b></p>

## ***Art and Design Progression of Skills EYFS - Y6***

	part of an artefact before drawing it.	making links to their own work.		to different backgrounds <ul style="list-style-type: none"><li>▪ Sort and group materials for different purposes e.g colour or texture.</li><li>▪ Fold, crumple, tear and overlap papers.</li></ul>		
Year 3	Autumn: Stone age to iron age.		Spring: Japan		Summer: Ancient Greece	
	Vincent Van Gogh- Cave paintings- paint	Iron man inspired models.	Artist: Hokusai- ‘The Great Wave’ to produce wood block printing/ relief printing (oil) inspired by Ukioe style.	Japanese artist inspired ‘Cherry Blossom’ work.	Sculpture: soap carving.	Alternate Silhouette self portrait of Greek life with collage
	<ul style="list-style-type: none"><li>▪ Read ‘Vincent’s Stary Night’- discuss who were the first artists?</li><li>▪ Look at a range of cave paintings from around the world and compare.</li><li>▪ Use a hand stencil and mix shades of brown.</li></ul>	<ul style="list-style-type: none"><li>▪ Research the history of the Iron man, evaluate models created out of different materials e.g metal, wood, plastic.</li><li>▪ Design an iron man model, specifically stating the</li></ul>	<ul style="list-style-type: none"><li>▪ Reflect on the use of woodblock print in ‘The Great Wave’ print.</li><li>▪ Children are to design their print-inspired by</li></ul>	<ul style="list-style-type: none"><li>▪ Learn about Sakura Season and the influence it has on artists: Tokuriki, Bakufu, Insho, Meiji.</li><li>▪ Experiment using Watered down black tempera paint</li></ul>	<ul style="list-style-type: none"><li>▪ Investigate marble carvings of significant Greek culture, look at similarities and differences between statues and the variant</li></ul>	<ul style="list-style-type: none"><li>▪ Learn about Joni Eareckson Tada- a disabled painter.</li><li>▪ Discuss the key elements of Greek life (experienc</li></ul>

## Art and Design Progression of Skills EYFS - Y6

	<ul style="list-style-type: none"> <li>Use charcoal to sketch- was it a good tool and was it available in stone age?</li> <li>Crumple up paper to represent a cave wall- paint a picture using their fingers (ideally paint with paper stood up).</li> <li>Product: if you were to draw on your wall to represent your life what would it look like?</li> </ul> <p><a href="http://www.gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html">www.gomersalprimaryschoolart.blogspot.com/2019/11/stone-age-to-iron-age-year-3.html</a></p>	<p>materials used and how it will be joined.</p> <ul style="list-style-type: none"> <li>Make first model, evaluate its strength and consider how it can be improved</li> <li>Adapt model to suit the design brief better.</li> <li>Peer and self assess</li> <li>Create a background (art) for the Iron man to live and create short stories with the models to perform (could link to IT)</li> </ul>	<p>Ukioe style.</p> <ul style="list-style-type: none"> <li>Experiment in sketchbooks in using metal, acrylic sheets and wood and lino and annotate thoughts as to which is most suitable.</li> <li>Practice using the same print to produce a repeating pattern/ complicated pattern.</li> <li>Experiment adding colour details to these after e.g oil, pen etc.</li> <li>Use block printing</li> </ul>	<p>to gently paint or blow the tree branches, add pink cherry blossoms with chosen implements, annotate thoughts.</p> <ul style="list-style-type: none"> <li>Experiment using chalk to form the cherry blossom.</li> <li>Experiment using watercolours to form cherry blossom.</li> <li>Experiment with paint-soak entire paper with water and dot the pink paint on, watch the dots spread to form blossom.</li> <li>Children can use their chosen method to</li> </ul>	<p>levels of detail.</p> <ul style="list-style-type: none"> <li>Discuss the difference between soap and marble- in properties and cost.</li> <li>Independent research: children are to use the internet to find a picture to copy.</li> <li>Practice using a cocktail stick to scratch away the surface of an orange.</li> <li>Resources: soap, cocktail sticks, plastic knife, picture. Use a cocktail stick to gently carve the shape of</li> </ul>	<p>es, feelings, objects)- practice stencilling or drawing items in sketch book.</p> <ul style="list-style-type: none"> <li>Use collage, paint, pen to add colour and detail.</li> <li>Draw a stencil of a Greek God and layer items drawn in sketch book.</li> </ul> <p><a href="https://www.pinterest.co.uk/pin/213287732325477979/">https://www.pinterest.co.uk/pin/213287732325477979/</a></p>
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## Art and Design Progression of Skills EYFS - Y6

			techniques to produce a final print, using positive and negative images, repeating patterns and adding colour for depth and expression.	produce their final cherry blossom Japanese pictures. ▪ <a href="https://www.activityvillage.co.uk/blossom-tree-painting">https://www.activityvillage.co.uk/blossom-tree-painting</a>  <a href="https://japanobjects.com/features/cherry-blossom-art">https://japanobjects.com/features/cherry-blossom-art</a>  <a href="https://artprep.weebly.com/japanese-cherry-blossoms.html">https://artprep.weebly.com/japanese-cherry-blossoms.html</a>	the stature, start chipping away small parts at a time. ▪ Begin to carve some features, removing the soap to reveal eyes, nose and mouth.  <a href="https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/">https://www.barlow.derbyshire.sch.uk/greek-soap-sculptures/</a>	
<b>Skills Covered:</b>  Painting, Charcoal, Watercolours Printing Sketching. Artist x2 Textiles.	<b>Painting:</b>  • Respond to art from other cultures and other periods of time.  ▪ Combine prints taken from different objects to produce an end piece.  ▪ Use a range of brushes to	<b>Sculpture:</b>  ▪ Begin to show an awareness of objects having a third dimension and perspective.  ▪ Learn to secure work to continue at a later date.  ▪ Join two parts successfully.	<b>Printing:</b>  ▪ Create printing blocks using a relief or impressed method  ▪ Create repeating patterns.	<b>Artist impression and painting.</b>  ▪ Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking	<b>Sculpture</b>  ▪ Begin to show an awareness of objects having a third dimension and perspective.  ▪ Learn to secure work to continue at a later date.	<b>Collage:</b>  ▪ Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and

## ***Art and Design Progression of Skills EYFS - Y6***

Sculpture. Collage	<p>demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>Create different effects and textures according to what they need for the task.</li> <li>Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Construct a simple base for extending and modelling other shapes.</li> <li>Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas.</li> <li>Shape, form, model and construct from observation or imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Print with two colour overlays.</li> <li>Combine prints taken from different objects to produce an end piece.</li> </ul>	<p>in colour, washes, thickened paint creating textural effects.</p> <ul style="list-style-type: none"> <li>Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes.</li> <li>Mix colours and know which primary colours make secondary colours</li> </ul>	<ul style="list-style-type: none"> <li>Shape, form, model and construct from observation or imagination.</li> </ul>	<p>represent textures.</p> <ul style="list-style-type: none"> <li>Use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul>
Year 4	Autumn: Ancient Egypt		Spring: Rainforest		Summer: Romans	
	<b>Printing/collage: hieroglyphics Caratouche.</b>	<b>Queen Nefertari- Portraits</b>	<b>Beatrix Milhazes and John Dyer- an interpretation of work.</b>		<b>Jackson Pollock- exploded volcano pictures.</b>	<b>Mosaics/ sculpture of artefacts</b>
	<ul style="list-style-type: none"> <li>Write your name in bubble letters.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the portraits, discuss</li> </ul>	<ul style="list-style-type: none"> <li>Explore the 'Spirit of the Rainforest' project (2015).</li> </ul>		<ul style="list-style-type: none"> <li>Look at famous</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the</li> </ul>



## ***Art and Design Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>▪ Discuss the purpose of Hieroglyphics and practice drawing the symbols for your name.</li> <li>▪ Explore using watercolour paints and felt tips to add colour.</li> <li>▪ Carve the symbols into Styrofoam card (backwards). Add ink, repeat for each symbol.</li> <li>▪ Use collage to add colour.</li> </ul> <p><a href="https://art-educ4kids.weebly.com/egyptian-art.html">https://art-educ4kids.weebly.com/egyptian-art.html</a></p>	<p>how they are normally painted side on and upper body.</p> <ul style="list-style-type: none"> <li>▪ Learn about Nick Vujicic and his ability to create paintings with a severe disability.</li> <li>▪ Design a portrait of a pharaoh</li> <li>▪ Explore adding hair using charcoal</li> <li>▪ Explore adding a hieroglyphic background- using watery paint, with loosely painted edges.</li> <li>▪ Use strong primary colours to paint the remaining image.</li> <li>▪ Use black Indian paint over the entire picture.</li> <li>▪ When dry- run the entire picture under the hot tap.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Look at the style of the paintings- colour/ patterns.</li> <li>▪ Explore using stencils to add leaf patterns.</li> <li>▪ Explore using chalk/ oil pastels/ water colours to layer.</li> <li>▪ Take a digital photo of an up close leaf and practice applying the above skills to add detail.</li> <li>▪ Product: make their own interpretation of Dyer's work representing the rainforest.</li> </ul> <p><a href="http://www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/">www.jacksonsart.com/blog/2018/11/30/spirit-of-the-rainforest-travelling-to-the-amazon-in-2019/</a></p>	<p>paintings of exploded volcanoes e.g Pompeii or Mount Vesuvius.</p> <ul style="list-style-type: none"> <li>▪ Learn about Pollock's work and provide opinions.</li> <li>▪ Trial using paint to splatter/ drip and layer</li> <li>▪ Once dry- trial scratching away layers, adding pen, chalk etc to add detail.</li> <li>▪ (Also could trial using the overlay design in the style of Paul Cezanne or the blocks of colours of Claude Monet).</li> </ul>	<p>history/ purpose of mosaics and artefacts.</p> <ul style="list-style-type: none"> <li>▪ Sculpt an artefact out of clay</li> <li>▪ Design a picture out of mosaics, thinking about tile size etc (repeating patterns)</li> <li>▪ Tile a mosaic border and insert a motif.</li> </ul> <p><a href="http://www.tes.com/teachingresource/roman-mosaics-6056167">www.tes.com/teachingresource/roman-mosaics-6056167</a></p>
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## ***Art and Design Progression of Skills EYFS - Y6***

		<a href="https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm">https://www.artyfactory.com/egyptian_art/egyptian_art_lesson/ancient-egyptian-art-lesson.htm</a>		<ul style="list-style-type: none"> <li>Children are to use the above skills to create a volcano scene.</li> </ul>	
<b>Skills Covered:</b>  Printing Collage x2 Chalk, charcoal, Textiles Painting x2 Artist x2 Sculpture	<b>Collage, Printing, drawing:</b> <ul style="list-style-type: none"> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>Use a variety of techniques e.g printing, dyeing, weaving and stitching to create different textural effects.</li> <li>Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms.</li> <li>Start to develop a painting from a drawing.</li> </ul>	<b>Printing, drawing, painting:</b> <ul style="list-style-type: none"> <li>Experiment with Batik technique.</li> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to show awareness of representing texture through the choice of marks and lines made.</li> <li>Begin to use media and techniques (line,</li> </ul>	<b>Texture, artist, drawing</b> <ul style="list-style-type: none"> <li>Create a piece of art which includes integrating a digital image they have taken.</li> <li>Discuss and review own and others work, expressing thoughts and feeling, and identify modifications/ changes and see how they can be developed further.</li> <li>Begin to explore a range of great artists, architects and designers in history.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate media to work with.</li> <li>Work in the style of a selected artist (not copying).</li> <li>Begin to use media and techniques (line, colour and tone) to show representation of movement in figures and forms.</li> </ul>	<b>Collage, Sculpture:</b> <ul style="list-style-type: none"> <li>Gain more confidence in carving as a form of 3D art.</li> <li>Demonstrate awareness in environmental sculpture and found object art.</li> <li>Show awareness of the effect of time upon sculptures.</li> <li>Experiment with a range of collage techniques such as tearing, overlapping and layering to create images</li> </ul>	<b>Painting:</b> <ul style="list-style-type: none"> <li>Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>Start to develop a painting from a drawing.</li> <li>Begin to choose appropriate</li> </ul>

## Art and Design Progression of Skills EYFS - Y6

	<ul style="list-style-type: none"><li>▪ Begin to choose appropriate media to work with.</li><li>▪ Use light and dark within painting and show understanding of complimentary colours.</li><li>▪ Work in the style of a selected artist (not copying).</li><li>▪ Begin to explore a range of great artists, architects and designers in history.</li></ul>	colour and tone) to show representation of movement in figures and forms.			<ul style="list-style-type: none"><li>▪ and represent textures.</li><li>▪ Use collage as a means of collecting ideas and information and building a visual vocabulary.</li></ul> <p><b><i>Please look at D&amp;T progression for appropriate skills.</i></b></p>	<ul style="list-style-type: none"><li>▪ media to work with.</li><li>▪ Use light and dark within painting and show understanding of complimentary colours.</li><li>▪ Work in the style of a selected artist (not copying).</li></ul>
Year 5	Autumn: Boy at the back of the class / Anglo Saxons		Spring: Bunkers, Bombs and the Blitz		Summer: Tale from two Cities	
	Graffiti Art	Collage and sewing: the Bayeux Tapestry	Landscape comparison after bombing (Chalk/ Charcoal)	Designer: Christopher Raeburn Inspired by ‘make do and mend’.	Tompe O’Leil artist- Perspective drawing of a London street.	Electricity
	<ul style="list-style-type: none"><li>▪ Evaluate and discuss the work of Banksy and discuss his morals- focussed on local works.</li><li>▪ Explore the work of Jean Michel Basquiat.</li><li>▪ Create an initial sketch of a Banksy inspired work in sketchbooks ready to</li></ul>	<ul style="list-style-type: none"><li>▪ Learn about the Bayeux Tapestry and the significance to History.</li><li>▪ Design a piece of embroidery which represents yourself.</li><li>▪ Learn the sewing techniques: straight stitch, cross stitch, over stitch, pearl</li></ul>	<ul style="list-style-type: none"><li>▪ Discuss the link of colour and emotion/ton e.</li><li>▪ Practice the techniques of charcoal.</li><li>▪ Draw the outlines using pencil-</li></ul>	<ul style="list-style-type: none"><li>▪ Learn about the designer Raeburn and the importance of sustainability.</li><li>▪ Learn how to fashion sketch.</li><li>▪ Compare to WW2 ‘make do and mend’ movement.</li></ul>	<ul style="list-style-type: none"><li>▪ Evaluate Trompe O’Leil and discuss how it deceives the eye.</li><li>▪ Learn about the angles in perspective art and depth.</li><li>▪ Learn about the history of</li></ul>	<p><b><i>Please look at D&amp;T progression for appropriate skills.</i></b></p>

## Art and Design Progression of Skills EYFS - Y6

	<p>create a printing block.</p> <ul style="list-style-type: none"> <li>Use printing techniques e.g mono printing and block printing.</li> <li>Use other media to add layers to the work.</li> </ul>	<p>stitch, blanket stitch.</p> <ul style="list-style-type: none"> <li>use these stitches to create a small piece of embroidery.</li> <li>Evaluate final work.</li> </ul>	<p>of key blitz landmarks</p> <ul style="list-style-type: none"> <li>Use charcoal to add depth and shadow to the blitz scene.</li> <li>Explore mixing medias to represent the emotions of WW2.</li> </ul>	<ul style="list-style-type: none"> <li>Disassemble textile products to understand how they've been constructed.</li> <li>Design and item e.g a t shirt, a jacket etc.</li> <li>Create a mock up version</li> <li>Form final product.</li> </ul>	<p>perspective drawing- Filippo Brunelleschi</p> <ul style="list-style-type: none"> <li>Design their London street.</li> <li>Carry out one point perspective drawing.</li> <li>Use watercolours/ chalk to add colour.</li> </ul> <p><a href="http://www.deepspacesparkle.com/one-point-perspective-art-lesson/">www.deepspacesparkle.com/one-point-perspective-art-lesson/</a></p>	
<p><b>Skills Covered:</b></p> <p>Drawing- perspective</p> <p>Painting- watercolours</p> <p>Artist/ designer x3</p> <p>Printing</p> <p>Textiles x2</p> <p>Collage</p>	<p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>Start to overlay prints with other media e.g pens, colour pens and paints..</li> <li>Show experience in a range of mono print technique. <ul style="list-style-type: none"> <li>Create printing blocks by simplifying an initial sketch book idea.</li> </ul> </li> <li>Explore a range of great artists,</li> </ul>	<p><b>Collage:</b></p> <ul style="list-style-type: none"> <li>Start to develop their own style using tonal contrast and mixed media.</li> <li>Experiment with a range of media to overlap and layer</li> <li>creating interesting colours and textures and effects.</li> <li>Add collage to a painted, printed or drawn background.</li> </ul>	<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>Work in a sustained and independent way to create a detailed drawing.</li> <li>Use different techniques for different purposes e.g shading, hatching.</li> </ul>	<p><b>Textiles:</b></p> <ul style="list-style-type: none"> <li>Use fabrics to create 3D structures.</li> <li>Use different grades of threads and needs.</li> <li>Experiment with a range of media to overlap and layer creating interesting colours and textures and effects.</li> </ul>	<p><b>Perspective drawing and painting:</b></p> <ul style="list-style-type: none"> <li>Have opportunities to develop simple perspective in their work using a single focal point and horizon.</li> <li>Use different techniques for different purposes e.g shading, hatching.</li> </ul>	

## ***Art and Design Progression of Skills EYFS - Y6***

	architects and designers in history.	<ul style="list-style-type: none"> <li>▪ Use a range of media to create collages.                             <ul style="list-style-type: none"> <li>▪ Use different techniques, colours and textures etc when designing and making pieces of work.</li> </ul> </li> <li>▪ Use collage as a means of extending work from initial ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Start to develop their own style using tonal contrast and mixed media.</li> <li>▪ Begin to develop an awareness of composition, scale and proportion in their paintings.</li> </ul>	<b><i>Please look at D&amp;T progression for appropriate skills.</i></b>	<ul style="list-style-type: none"> <li>● Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>● Start to develop their own style using tonal contrast and mixed media.</li> <li>● Carry out preliminary studies trying out different media and materials and mixing appropriate colours.</li> <li>● Explore a range of great artists, architects and designers in history.</li> </ul>	
Year 6	Autumn: Seeing the 'Her' in Hero		Spring: Our Earth Matters		Summer: Are all English people immigrants?	
	<b>Observational plants and flowers.</b>		<b>Biome habitats</b>		<b>Reflection and hope.</b>	

## ***Art and Design Progression of Skills EYFS - Y6***

	<p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>▪ Use sketching techniques to add detail and shading to a plant sketch</li> <li>▪ Sketch a flowering plant and a green plant.</li> <li>▪ Colour added from natural sources (outdoor learning).</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>▪ Use a range of tools to join materials</li> <li>▪ Cut and bend wire to make shapes based on observational sketches</li> </ul> <p><b>Artists:</b></p> <ul style="list-style-type: none"> <li>▪ Henry Rousseau (developed from Y1 content)</li> </ul>	<p><b>Artists: compare and contrast</b></p> <ul style="list-style-type: none"> <li>▪ Bancusi</li> <li>▪ Richard Sweeney</li> </ul> <p><b>Sketching of a feather:</b></p> <ul style="list-style-type: none"> <li>▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.</li> <li>▪ Develop an awareness of composition, scale and proportion in their work.</li> <li>▪ Explore using contrasting medias e.g white pencil on black paper.</li> <li>▪</li> </ul> <p><b>Printing of a feather:</b></p> <ul style="list-style-type: none"> <li>▪ Draw a feather design and apply and press a design (block printing)</li> <li>▪ Investigate how to create deeper imprinted sections.</li> </ul> <p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>▪ Use a range of sculpting techniques to produce a 3d feather.</li> <li>▪ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▪ Develop understanding of different ways of finishing work: glaze, paint and polish.</li> </ul> <p><b>Biome habitat background:</b></p>	<p><i>The focus of each week reflects an area of art study e.g sculpture and collage linked to school values, experiences and hopes for the future.</i></p> <ul style="list-style-type: none"> <li>▪ Create imaginative work from a variety of sources e.g observational drawing, themes, poetry and music.</li> <li>▪ Explore the work of Faith Ringgold and her interpretation of the civil rights movement.</li> <li>▪ Look at the work of Frida Kahlo and her determination to continue painting.</li> </ul>
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## ***Art and Design Progression of Skills EYFS - Y6***

		<ul style="list-style-type: none"> <li>▪ Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>▪ Independently find out about a biome linked to the feather.</li> <li>▪ Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> </ul> <p><b>Art through technology:</b></p> <ul style="list-style-type: none"> <li>▪ Create a stop motion animation of the feather falling through the biome.</li> </ul>	
<p><b>Skills Covered:</b></p> <p>Sculpture prints printing</p>	<p><b>Sculpture:</b></p> <ul style="list-style-type: none"> <li>▪ Show experience in combining pinch, slabbing and coiling to produce end pieces.</li> <li>▪ Recognise sculptural forms in the environment: furniture, buildings.</li> <li>▪ Solve problems as they occur.</li> </ul> <p><b>Sketching</b></p> <ul style="list-style-type: none"> <li>▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.</li> </ul>	<p><b>Sculpture:</b></p> <p>Work around armatures or over constructed foundations.</p> <ul style="list-style-type: none"> <li>▪ Demonstrate experience in relief and freestanding work using a range of media.</li> <li>▪ Develop understanding of different ways of finishing work: glaze, paint and polish.</li> <li>▪ Solve problems as they occur.</li> </ul> <p><b>Sketching</b></p>	<p><i>TBC depending on the children's reflections and hopes.</i></p>

## ***Art and Design Progression of Skills EYFS - Y6***

	<ul style="list-style-type: none"> <li>▪ Have opportunities to develop further simple perspective in their work using a single focal point and horizon.</li> <li>▪ Develop an awareness of composition, scale and proportion in their work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use different techniques for different purposes e.g shading, hatching, understanding which works well and why.</li> <li>▪ Develop an awareness of composition, scale and proportion in their work.</li> </ul> <p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>▪ Purposely control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>▪ Mix colour, shades and tones with confidence building on previous knowledge.</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrate experience in a range of printmaking techniques.</li> <li>▪ Describe techniques and processes.</li> <li>▪ Adapt their work according to their views and describe how they might develop it further.</li> <li>▪ Develop their own style using tonal contrast and mixed media</li> </ul>	
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