Much Birch Church of England Primary School

We will flourish and reach our God-given potential

Art and Design progression of skills	EYFS	Key stage 1		Lower key stage 2		Upper key stage 2	
National Curriculum	Early Learning Goal To safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	• To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work		• To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history.			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Useful artists	Picasso- playdough faces Kandinsky- pattern and colour Mondrian- primary colours and shape	Use everyday materials to create your pattern/print- Links to science Andy Goldsworthy- Plant artwork Paul Klee- castle artwork Alfred Wallis- seaside paintings Arnold Machin- portrait of queen	David Best- Great fire of London Derek gores- collage/abstract Esther Mahlangu- Kenya patterns and colour	Henri Rousseau- Rainforest drawings Alaa Award- Egyptians David hockney- lanscapes	Henry Moore- WW2 Roman mosaics Van Gough and Claude Monet- landscapes Georgia O'Keefe- landscapes	Jackson Pollock- Space, abstract Gonzalo Areuz- Mayan street art John Neito- native American art	Cassie Stephens- Viking boats Linda Mackey- Polar regions artwork
Developing ideas	•Look and talk about what they have produced, describing simple techniques	• Start to record simple media explorations in a sketch book.	• Use a sketchbook to plan and develop simple ideas • Build information on colour mixing, the colour wheel and colour spectrums. • Collect textures and patterns to inform other work.	• Use a sketchbook to record media explorations and experimentations and plan colours • Identify interesting aspects of objects as a starting point for work. • Use a sketch book to express feelings and artist	• Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.	• Use sketchbooks to plan a sculpture through drawing • Use the sketch book to plan how to join parts of the sculpture. • Use sketchbooks to collect and record visual information from different sources	• Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. • Use the sketch book to plan how to join parts of the sculpture.

				techniques about a subject	• Express likes and dislikes through annotations • Use a sketch book to adapt and improve original ideas • Keep notes to indicate their intentions/purpose of a piece of work	as well as planning, trying out ideas, plan colours and collect source material for future works. • Adapt work as and when necessary and explain why.	• Annotate work in sketchbook.
Drawing (pencil, pens, charcoal, inks, pastels, chalk, ICT)	• Use a range of tools, fingers, hands, chalk, pens and pencils. • Draw on different surfaces. . • Start to draw accurate representation of people and animals.	•Extend use of variety of tools used • Use a variety of different textures • observe and draw landscapes • Recognise patterns • Observe anatomy, parts of the body of both humans and animals • Take a selfie using ICT to draw their facial features	• Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. • Draw lines/marks from observations. • Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. • Understand how to use zoom to focus on detail	•Develop intricate patterns/ marks with a variety of media. • Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. • Begin to indicate facial expressions in drawings •Experiment with the potential of various pencils • Use IT programs to create an image with that of their own and others	• Use correct scale and proportion • Work on a variety of scales • To be able to draw a whole person with correct scale and proportion • Produce computer generated drawings • Take a photo through an unusual viewpoint, discuss angles	• Produce increasingly accurate drawings of people • Draw the effect of light on objects and people from different angles • Concept of perspective • Alter digital photographs to add texture, colour, meaning	• Produce increasingly accurate drawings of people • Draw the effect of light on objects and people from different angles • Concept of perspective • Interpret texture of a surface • Explore modern and traditional artists who use ICT
Colour (Painting, inks, dye, crayon, pastels)	• Experimenting with use of primary colours • To be able to use a range of tools correctly and name them e.g paintbrush • Make coloured marks onto paper	• Name and mix colours correctly • Create a range of colours and apply using a range of tools	• Making many tones of one colour through mixing • Use colour on a large scale to produce a piece of work	• Colour mixing using a colour wheel correctly •Apply colour using different brushes • Techniques- scratching, dotting, splashing	• Colour mixing and matching, creating tone, tint and shade • Use colour to reflect a mood • Use correct use of tools for task	•Hue, tint, tone, shades and mood •explore the use of texture in colour •colour for purpose	•Hue, tint, tone, shades and mood •explore the use of texture in colour •colour for purpose • colour to express feelings

Texture and form (3D, clay, dough, boxes, wire, paper sculpture, mod roc, textiles, clay, sand, plaster, stone)	•Handling, feeling, enjoying and manipulating materials • simple weaving and constructing • Building and destroying • Shape and model • Sensory experiences	• Using textile to create things, weaving and collage • Carve, pinch and roll •Make simple joins	• Overlap and overlay materials to create texture • Use large eye needles to form a running stitch • Awareness of natural and man-made forms • Replicate work and pattern in a 3D form- Link to sculptor	• Use smaller eyed needles • Weaving, Tie- dying, Batik • Shape, form, model and construct using malleable and rigid resources • Plan and develop methods of construction	• Artists using textiles including sculptors • Plan and adapt work through shape, form, model and join •Develop carving ability (forest school) •Experiment with mood and feeling	• Demonstrate awareness of environmental structure within art (Forest school) • Embellish work • Fabric making	• Develop embellishing skill • Work collaboratively on a large scale • Discuss and evaluate own work and that of sculptors
Printing (Found materials, fruit and veg, string, Lino, press printing)	• Rubbings, leaf/bark • Print with a variety of objects, potato printing • Print with block colours	• Printing with an extended range of materials, cork, sponges etc. • Use printmaking to make a repeated pattern • Explore relief printing, string and card	• Take simple prints, mono printing • Begin to identify forms of printing, books, magazines, posters •Use equipment and media to produce a clean printed image	•Continue to explore relief and mono printing • Demonstrate use of printing with different materials to create an end piece	• Create fabric printing • Interpret environmental and manmade patterns and create their own	• Design their own print • Discuss and compare work of their own and others	• Explore printing ideas of artists • Screen printing
Pattern (Paint, pencils, textile, clay)	• Simple symmetry and a repeating pattern	• Awareness and discussion of pattern • Symmetry • Repeating patterns	• Create pattern using folding, overlapping, repeating regular and irregular • Recognise natural and man-made pattern	• Pattern in the environment • Design a pattern using ICT • Use a range of surfaces	• Explore environmental and manmade patterns •Tessellation	•Create own abstract pattern to express personal experiences and emotions	• Create own abstract pattern to express personal experiences and emotions • Create pattern for purpose