Art and Design Progression of Skills

	Autumn	Spring	Summer
Reception	**Topic link: Seasons** Paints, oil pastels, sponging Pointillism and colour mixing on Autumn leaves **Skills:** colour mixing, texture Experiment to create different textures. Manipulate materials to achieve a planned effect. Explore the work of Georges Seruat to see what happens when colours are mixed. 	**Topic links: Space and Animals** Drawing, patterns with pens and crayons Exploring form, line and pattern **Skills:** drawing, line, sketching Use drawings to tell a story Investigate different lines Encourage accurate drawings of people Explore the work of Romero Britto and use drawings to explore a range of patterns. 	**Topic link: Traditional Tales and Minibeasts** 3D Clay and modelling tools, pipe cleaners and hard materials for decorating and manipulating 3D (Clay) **Skill :** manipulating materials, shape and modelling Capture experiences and responses with a range of media, combining to create new effects. Experiment to create different textures. Explore the work of Alexander Calder to create sculptures.

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Year 1	**Topic link: N/R** **Oil pastels, chalk pastels, crayons** **Skills: line, texture, colour** **Explore repeating patterns and rubbing textures to create a night sky inspired by Vincent Van Gogh's "Starry Night"** 	**Topic link: Eric Carle (English)** **Paint, collage** **Skills: colour, tone, creating shades of colour** **To mix blocks of primary secondary colours like Mondrian and create shades of hot and cold to create** **concentric circles inspired by Kandinksy to illustrate characters from Eric Carle's stories** 	**Topic link: The Moon (Science)** **3D Clay, junk modelling** **Skills: form, sculpting, joining** Use materials to make known objects for a purpose and make simple joins. Pinch and roll slabs inspired by Anish Kapoor. **Built on: Shaping and modelling clay (Reception)**

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	Built on: Primary colours and experimenting with texture (Reception)	**Built on: Primary colours (Reception)**	
Year 2	**Topic Link: The Snail and the Whale (English)** **Collaging, cutting shapes, blocks of colour, drawing** **Skills: collage, line, pattern, texture** Overlapping and overlaying to create blocks of shapes and colour inspired by Henri Matisse. Practise line drawings to represent sea creatures paying attention to blocks of colour and details on their skin.	**Topic Link: Buildings and Landscapes (Geography)** **Paint, washes of colour, watercolours** **Skills: sketching, hot and cold colours, collaging** To experiment with light and dark to create gradual colour change for a landscape inspired by Robert Manami Mamani .	**Topic: Aboriginal Masks (DT)** **Masking tape, card, joining patterned materials** **Skills: scoring, folding, attaching natural and man-made materials** Scoring and folding shapes to create facial features inspired by Aboriginal Art to create an authentic mask, decorated with traditional patterns and colours.

Built on: Making simple joins to attach materials (Year 1)

Built on: Exploring Patterns and arrangements (Year 1)

Built on: Mixing secondary colours and shades of colour (Year 1)

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| Year 3 | Topic link: Stone Age (History)

Drawing, 3D (clay), charcoal, oil pastel

Skills: line, texture, shape, pattern

Explore Stone age art to create Stone Age portraits and cave paintings.

Built on: Primary colours (Reception) Clay sculpting (Year 1) | Topic link: N/A

Felt tips, watercolour (background)

Skills: line, shape, pattern

Explore the work of Jessica N Springman to create a Zendoodle final piece.
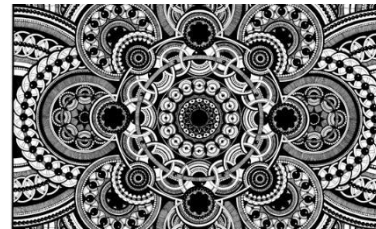
Built on: Drawing spirals (Year 1) | Topic link: European Countries (Geography)

Paint, printing

Skills: line, shape, texture, tone, colour

Explore the work of Antoni Gaudi to create a recreation of the Sagrada Familia. Also study Maria Edulescu.

Built on: Sketching (Year 2) |

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Year 4

Topic link: The Household Cat (English)	**Topic link: The Romans (History)**	**Topic link: Local Geography (Bristol)**
Sketching, chalks	Mosaics	Collage, watercolours
Skills: line, texture, tone, shape, pattern	**Skills:** pattern, shape, texture, tone, colour	**Skills:** colour, texture, shape
Explore the work of Nicola Bayley and Iwan Aiwazovsky to create Great Storm Cat scene	Explore the work of Maurice Bennett to create mosaic	Explore the work of Emmeline Simpson (local artist) to create Bristol scene
Built on: Primary colours (Reception) blending and shading (Year 3),	**Built on:** Pattern work (Year 3) and Gaudi study (Year 3) **Further ideas:** Roman shields	**Built on:** Collage with Henri Matisse (Year 1)
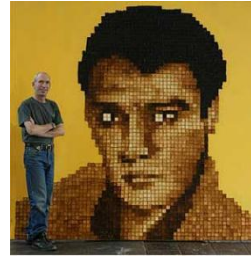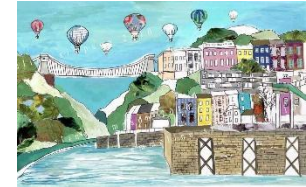
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Year 5	Topic link: N/A	Topic link: N/A	Topic link: Local History - Bristol
	Sketching, chalks	**Sketching, chalks**	**Sketching, chalks**
	Skills: line, texture, tone, shape, pattern	**Skills:** line, perspective, tone, shape, pattern	**Skills:** line, texture, tone, shape, pattern
	Explore the work of Andy Warhol to create	**Explore the work of Anthony Browne to create a perspective piece.**	**Explore the work of Banksy to create...**
	Built on: Primary colours (Reception) blending and shading (Year 3),	**Built on: Line and shape in Year 4**	**Built on: Local history and colour/space in Year 4**
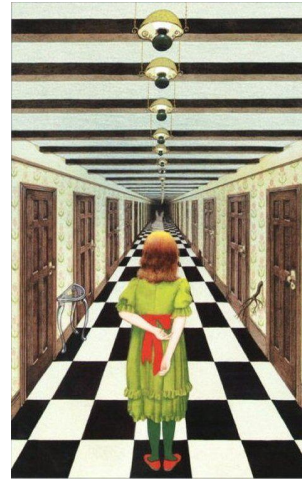
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| Year 6 | Topic link: Symbolism (English - Skellig)

Collage, painting

Skills: line, texture, tone, pattern, colour, cross-hatching

Explore the work of Frida Kahlo to create portrait

Built on: Collage (Year 4), colour (all years), pattern (Year 3) | Topic link: Shakleton's Journey (English)

Sketching, watercolour

Skills: line, perspective, tone, shape, observation

Explore the work of William Grill to create perspective drawing (boats and figures)

Built on: Watercolour (Year 4), sketching (Year 4,5) | |

Art and Design Progression of Skills

	Assessment in Art and Design			
	Pupils should know:	**Pupils should be able to:**		
Year Group	**Knowledge** Learning about art and artists	**Generate Ideas** Thoughts and feelings about art. Inventing, describing, designing.	**Make** Different types of art for different reasons	**Evaluate** What is good? How can you make it better? Say what you like and don't like
EYFS	Some art vocabulary to describe what they are doing. What an artist is.	Take their ideas and try to make it/represent it.	Explore a variety of materials and tools and experiment with them.	Tell you about their creation. Tell you what they were trying to do and what they liked about it.
1	Simple characteristics of different art, craft and design tools and techniques that have been used. How to discuss the	Talk about and show their own ideas in their artwork.	Experiment with and select the correct tools and materials appropriate to the technique.	Say what they think about their artwork and the artwork of others.

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	work of artists.			
2	How to talk about materials, processes and techniques used using appropriate vocabulary. That creative works are made by people from all cultures and times.	Try different activities and choose what to do next. Record their ideas using drawing.	Use the skills appropriate for their year group and choose techniques deliberately for a purpose.	Express clear preferences about their artwork (and the work of others) and give some reasons for them. E.g. I like that because…
3	How to talk about materials, processes and techniques used using appropriate vocabulary. How to compare the work of different artists.	Gather and review information, references and resources to help with their ideas. Use a sketchbook as a tool for recording observations, describing and planning their artwork.	Develop the skills appropriate for their year group and choose techniques for a purpose. Explain why they chose particular tools and materials.	Explain how they could improve their work or how they would do it differently next time.

	Pupils should know:	Pupils should be able to:		

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Year Group	Knowledge Learning about art and artists	Generate Ideas Thoughts and feelings about art. Inventing, describing, designing.	Make Different types of art for different reasons	Evaluate What is good? How can you make it better? Say what you like and don't like
4	How to talk about materials, processes and techniques used using appropriate vocabulary. Which aspects of an artist's work inspired me to create my artwork.	Select and use relevant resources, stimuli and references to help with their ideas. Develop their ideas in a sketchbook and plan for an outcome.	Use the skills appropriate for their year group and choose techniques for a purpose. Apply these new skills to improve the quality of their work.	Reflect on their artwork and the artwork of others, giving reasons for their comments and identifying how to improve it.
5	How to describe the process in a particular project and how to achieve high quality outcomes. How to share their knowledge and understanding about various artists, designers and craftspeople	Engage in open ended research to develop their own personal ideas. Show in their sketchbook where they have recorded, observed, developed ideas,	Investigate new and unfamiliar materials and tools to learn new skills. Use their technical learning to make work which shows their ideas and intentions.	Analyse and reflect on what they have achieved and the quality of their work, considering how they could make improvements.

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	and their cultural backgrounds and intentions.	tested materials and planned and recorded information.		
6	How to use technical vocabulary to show the qualities of different materials and processes. How to describe and interpret the work, ideas and practices of different artists, craftspeople and designers.	Independently develop a range of ideas which show curiosity, imagination and originality. Show evidence in their sketchbook of how they have researched, tested, developed ideas and planned how artwork will be produced and which materials will be used.	Use their technical knowledge to improve their mastery of skills. Use relevant processes in order to create successful and finished work independently.	Provide a reasoned evaluation of their own and others' work. Explain the context and intentions behind the work.

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