



## Art & Design Progression of Skills

### 1-Drawing 2-Painting 3-Sculpture 4-Collage 5-Textiles 6-Digital Media 7-Printing

Areas of Making	Drawing	Painting	Sculpture	Collage	Textiles	Digital Media	Printing
<b>Sunnyhurst Nursery (Age 3-4)</b>	<ul style="list-style-type: none"> <li>Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Talk about the differences between materials and changes they notice.</li> <li>Join different materials and explore different textures.</li> <li>Explore how things work.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> </ul>						
	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	<p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour mixing.</p>		<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>		



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<p>Sunnyhurst (EYFS &amp; Y1)</p>	<ul style="list-style-type: none"> <li>Develop storylines in their pretend play.</li> <li>Develop their own ideas and then decide which materials to use to express them.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills</li> </ul> <p>ELG Art and Design – Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p>EYFS Art and Design – Expressive Arts and Design Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing</p>					
<p>Using a combination of tools and techniques in their drawings and exploring pressure to produce strong and faint marks.</p> <p>They will discuss their own and others work. Drawing on paper that offers a variety of shapes, sizes, colours and textures.</p>	<p>Exploring a variety of tools for applying paint e.g. fingers, spatulas, feathers, brushes, sponge rollers, and describing the sort of marks each make Learning to name the different painting tools, how to hold them correctly and how to make a variety of marks with them by</p>	<p>Children are introduced to the ideas of ‘construction’ and 3-dimensional form.</p> <p>Using construction toys to make 3 dimensional forms.</p> <p>Learning to change the shape of materials through</p>	<p>Being introduced to techniques of tearing different shapes and colours of paper and card</p> <p>Being introduced to scissors as a tool, and shown how to hold and use them correctly</p> <p>Learning to arrange and glue paper and</p>	<p>Use a simple graphics package to create images and effects with lines and colour.</p> <p>Use flood fill and other tools to colour images.</p> <p>Explore a range of image styles using a simple graphics package.</p>	<p>Making a print i.e. pressing on and taking off by rolling, stamping, rubbing, and pressing to make sure they know the difference between painting and printing</p> <p>Using a variety of found objects both natural and man-made, t</p>	



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	<p>Becoming familiar with language relating to drawing tools, lines, shapes with marks e.g., thick/twisted/ thin/ curled, dots, flicks, rough, smooth and use in relation to own and others' work.</p> <p>Making lines, shapes, marks and colour using a variety of drawing materials.</p> <p>Observing, collecting and inventing lines, shapes, marks and colours.</p>	<p>dabbing, rolling, twirling, etc Becoming familiar with the language of paint, tools and colour e.g. thick, thin, powder, dry, wet, runny etc..</p> <p>Painting on both flat and upright surfaces and use different shapes, sizes, textures and colours of paper</p> <p>Using their paintings to describe their world to express their feelings and to tell stories, discussing their own and others work.</p> <p>Enjoying and naming colour in relation to paint, start mixing colour experimentally, make colour collections and build up a colour vocabulary</p>	<p>cutting, flattening and folding etc.</p> <p>Learning to join and fix materials by gluing, taping and slotting, etc.</p> <p>Decorating their constructions by painting and collage</p> <p>Becoming familiar with the language of construction e.g. crush, curl, fringe, roll, join , model, etc</p> <p>Constructing a model to illustrate or tell stories and express ideas.</p> <p>Adding colour and texture to their constructions. Exploring a variety of paper, card and reclaimed materials Using a variety of joining techniques for models and structures, e.g.</p>	<p>other materials on to a background.</p> <p>Being introduced to and exploring other collage techniques such as overlaying, folding, scrunching etc.</p> <p>Learning to select, sort, match, discuss, describe and classify materials in different ways, e.g. according to colour, texture, pattern, etc.</p> <p>Build up shapes and patterns</p> <p>Decorating their constructions by painting and collage</p>		<p>Use digital cameras to record visual information that they like.</p>	<p>they learn to hold the objects and use them to produce a print</p> <p>They will explore printing into other surfaces e.g. clay and wet sand</p> <p>Being introduced to the idea of 'pattern' as a repetitive image and identify and make patterns of their own discussing their own and others work</p> <p>Becoming familiar with specific language relating to printing e.g. shape, surface, texture, press, repeat, pattern etc in relation to their work</p> <p>Learning to make simple monoprints drawing into paint</p>
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		<p>Identifying primary colours, red, blue &amp; yellow and mix secondary colours purple, green and orange</p> <p>Decorating their constructions by painting and collage</p>	<p>slotting, bending, slitting, punching, clipping, taping, etc.</p>				<p>or printing ink on a wipable surface</p> <p>Making their own simple printing blocks e.g. use plasticine or vegetables</p> <p>Working with a range of natural materials, e.g. twigs, shells, pebbles, etc</p>
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<p>Anglezarke (Y2&amp;Y3)</p>	<p>Making lines, shapes, marks and colour using a variety of drawing materials.</p> <p>Observing, collecting and inventing lines, shapes, marks and colours.</p> <p>Modifying, adding to and changing drawings and use their drawings to express ideas, feelings and record experiences and observations.</p> <p>Exploring light and dark marks and smudging and blending</p> <p>Combining materials and techniques</p> <p>Observing and drawing from different points of view</p> <p>Using lines and marks to create texture and</p>	<p>Adding black and white to make tints and tones of colours</p> <p>Mixing and matching colours through observation</p> <p>Mixing and matching different shades of colour and make brown</p> <p>Examining the properties of colours, hot, cold, happy, sad and their associations e.g. blue mood, green with envy, seeing red.</p> <p>Mixing grey and explore mixing natural colours.</p> <p>Learning to create a colour wash, i.e. watery paint background with large sweeping horizontal lines with a large brush.</p>	<p>Becoming familiar with specific language related to sculpture and construction e.g. cover, seal, score, curl, strip, mobile, sculpture, cone, cylinder, etc. and use them in relation to their own work</p> <p>Exploring a variety of mouldable materials e.g. plasticine, clay, play dough.</p> <p>Developing modelling, joining and hollowing skills and develop confidence with mouldable materials</p> <p>Looking at and becoming familiar with ceramic objects from different cultures</p> <p>Using a variety of materials and tools for sculpture and construction</p> <p>Using a variety of joining techniques for construction</p>	<p>Being introduced to further cutting, folding, tearing, crumpling, overlapping, sorting, selecting, arranging and adding to a range of collage materials</p> <p>Making a collage collection e.g. colour, texture, pattern</p> <p>Using collage and material to create patterns and pictures</p> <p>Becoming familiar with the specific language related to collage – furry, matt, shiny, smooth, waxy, hard, scratchy, feathery, etc.</p>	<p>Record and collect visual information using digital cameras and video recorders.</p> <p>Present recorded visual images using software.</p> <p>Use a graphics package to create images and effects with; lines by controlling the brush tool with increased precision.</p> <p>Change the type of brush to an appropriate style.</p> <p>Create shapes by making selections to cut, duplicate and repeat</p>	<p>Adding or changing a print as they modify and refine their ideas</p> <p>Using a variety of pattern making techniques</p> <p>Collecting , making and selecting objects to use for printing</p> <p>Making choices concerning materials and techniques to use for their own work</p> <p>Using a combination of materials and techniques in their work</p> <p>Using printing for a variety of purposes e.g. a background or to add texture and detail</p>
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	<p>detail to drawings, cross hatching, scumbling etc.</p> <p>Become familiar with different grades of pencil i.e., hard and soft pencils and understand how this effects the marks made - HB, 2B, to 7B</p> <p>Use sketches to produce a final piece of art</p>		<p>Being introduced to new techniques e.g. making papier</p>			
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<p>Roddlesworth (Y4, Y5, &amp; Y6)</p>	<p>Becoming familiar with the language relating to drawing e.g. background, foreground, texture, shade</p> <p>Experiment by using marks and lines to produce texture</p> <p>Experiment with shading to create mood and feeling</p> <p>Use sketchbooks to record and develop ideas</p> <p>use sketchbooks to experiment with different texture</p> <p>Understand the effects of light on objects and people from different directions.</p> <p>Interpret the texture of a surface by choosing a drawing technique to represent it.</p>	<p>Painting on different types of surface e.g. wood, corrugated paper, slate, coloured paper and different types of paper, clay and different types of reclaimed materials.</p> <p>Using different sizes and shapes of brushes combined with other tools.</p> <p>Adding detail to painting, over paint and over draw.</p> <p>Developing a painting from a drawing</p> <p>Sustaining work over two or more sessions</p> <p>Mixing and matching colour to represent the weather, season, time of day</p> <p>Creating movement by making a range of marks with a variety of tools Arranging a composition before painting – consider lights and darks, shades and textures, curves and</p>	<p>Developing modelling, joining and hollowing skills, joining with slip, removal of air bubbles and adding indentations by pressing objects into clay</p> <p>Exploring the strength of materials and construction techniques e.g. slab pots versus coil pots and thick card as opposed to paper in order to make informed choices and decisions for future work</p> <p>Selecting appropriate construction materials and techniques to suit specific purposes</p> <p>Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others</p> <p>Developing a more sophisticated technical vocabulary relating to construction and sculpture</p>	<p>Using collage to represent observed objects - matching colour / texture and shape.</p> <p>Using collage to develop a sketch into a finished picture – combining a range of materials.</p> <p>Creating collage using their own collage materials e.g. rubbing, prints, marbling, etc.</p>	<p>Record, collect and store visual information using digital cameras, tablets, ipads</p> <p>Present recorded visual images using software e.g. photostory, PowerPoint</p> <p>Use a graphics package to create and manipulate new images.</p> <p>Be able to import an image into a graphic package either scanned, taken or retrieved.</p> <p>Understand that a digital image is created by layering.</p> <p>Create layered images from original ideas (Sketch books etc)</p>	<p>Learning the technique of stencilling, overprinting and the use of transfer e.g. with fabric crayons.</p> <p>Developing technical vocabulary associated with printing, e.g. random, repeat, stencil, stippling, block printing, motif,</p> <p>Selecting the most suitable printing techniques for a specified purpose</p> <p>Learning to draw and incise printing tile used in relation to their own work.</p> <p>Reviewing and refining a variety of printing and pattern making techniques.</p>
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	<p>Produce increasingly accurate drawings of objects and people</p> <p>Further develop an understanding of perspective using 1 and 2 point perspective</p> <p>Continue to use sketchbooks to record and develop ideas</p> <p>Using drawing to express mood and feelings, to plan and research.</p> <p>Becoming familiar with the language relating to drawing e.g. highlight, tone, horizon, balance, etc.</p> <p>Exploring representing movement scale, depth and perspective, proportion and composition</p>	<p>diagonals within the arrangement.</p> <p>Showing awareness of scale and proportion in their painting e.g. composition – foreground, middle ground and background and use them in relation to their own work</p> <p>Painting solid forms and adding highlights and shadows</p>	<p>e.g. framework, balance, strength, scale, support, etc.</p> <p>Developing modelling , joining and hollowing skills, joining with slip removal of air bubbles and adding indentations</p> <p>Exploring the strength of materials and construction techniques e.g. Select different thicknesses of wire for different purposes, in order to make informed decisions</p> <p>Sketching, planning and developing a piece for construction working to a design brief, making changes and discussing their work with others</p> <p>Developing a more sophisticated technical vocabulary relating to construction and sculpture e.g. framework, balance, strength, scale ,support, etc.</p> <p>Explain the style of art used and how it has been influenced by a famous artist</p>			<p>Selecting the most suitable printing techniques for a specified purpose.</p> <p>Composing, developing and completing a picture using a combination of printing techniques</p>
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			<p>Understand what a specific artist is trying to achieve in any given situation</p> <p>Understand why art can be very abstract and what message the artist is trying to convey future work</p>			
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