

Leedstown Art and Design Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Drawing	<p>Use a range of media to make marks.</p> <p>Use and begin to control and range of media.</p> <p>Experiment with chalk to create pictures</p> <p>Produce lines of different thickness and tone using pencil</p> <p>Start to produce different patterns and textures</p> <p>Draw on different surfaces and in different scales</p>	<p>Experiment with a range of media: pencils, crayons, pastels, charcoal, chalks</p> <p>Name, match and draw lines and marks from observation</p> <p>Draw on different surfaces with a range of media</p> <p>Working from memory and imagination use line to create patterns and represent objects seen, remembered or imagined working spontaneously and expressively</p> <p>Observe and draw shapes from observation</p> <p>Make large and small scale observational drawings</p> <p>Look at objects from different angles</p>	<p>Can use drawing tools with increased control to investigate marks and represent observations, memories with purpose and intention</p> <p>Experiment with chalk and charcoal</p> <p>Experiment tone by drawing light and dark lines, light and dark patterns and light and dark shapes – using different grades of pencils as well as different amounts of pressure</p> <p>Begin to investigate shading techniques, experimenting with light and dark</p> <p>Make line and shape drawings adding light and dark tone, colour and features</p> <p>Can draw carefully in line from observation, recording shape and positioning all marks and features with some care</p>	<p>Make marks and lines with a wide range of drawing implements – charcoal, pastel, chalk, pencil</p> <p>Experiment with different grades of pencil to create lines and marks</p> <p>Experiment with different grades of pencils to draw different forms and shapes</p> <p>Explore shading with different media to achieve a range of light and dark tones, black to white</p> <p>Apply simple use of pattern and texture in a drawing</p> <p>Experiment with ways in which surface detail can be added to drawings</p> <p>Draw objects from different viewpoints: above, below, front, back</p>	<p>Can use different grades of pencils and other drawing implements to achieve variation in tone</p> <p>Applies tone to a drawing in a simple way</p> <p>Experiment with different shading techniques of hatching and cross hatching</p> <p>Begin to show in their drawings that objects have a third dimension</p>	<p>Begin to investigate how shadow can be shown when drawing objects</p> <p>Experiment with different shading techniques hatching, cross hatching, scrumbling, stippling and blending/smudging</p> <p>Work from a range of sources including observation and photographs</p> <p>Work in a sustained and independent way to create drawings</p> <p>Develop loose observational skills using view finders</p> <p>Begin to use simple perspective in their work using a single focal point and horizon</p> <p>Begin to show an awareness of proportion in drawing objects and figures</p>	<p>Explore colour mixing and blending techniques with coloured pencils</p> <p>Use a variety of dry and wet media to make marks, lines, patterns, textures and shapes</p> <p>Use different techniques for different purposes e.g. shading, hatching etc</p> <p>Work from a range of sources including observation and photographs</p> <p>Work in a sustained and independent way to create detailed drawings</p> <p>Develop close observational skills using a variety of view finders</p> <p>Begin to develop an awareness of scale and proportion in their drawings of landscapes e.g. foreground, middle ground and background</p>

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			Use a viewfinder to select a section of a view or image and record what is selected in the frame	Plan, refine and alter their drawings as necessary			Start to develop their own style using tonal contrast and mixed media
Painting	<p>Use a variety of tools and techniques to paint including every day and natural objects</p> <p>Can investigate mark-making using thick brushes, sponge brushes for particular effects</p> <p>Recognise and name primary colours being used.</p> <p>Mix colours to try to match those in a picture or on an object</p> <p>Explore working on different surfaces and in different ways</p>	<p>Experiment with painting with different brush sizes and types</p> <p>Name the primary colours and identify them on a colour wheel and in other forms e.g. environment, magazines</p> <p>Mix primary colours to make secondary colours, predicting resulting colours</p> <p>Find collections of colours</p> <p>Explore lightening and darkening paint without the use of black or white</p> <p>Experiment with different types of paint – powder, ready mix</p> <p>Create textured paint by adding sand, plaster etc</p> <p>Paint on different surfaces with a range of media</p>	<p>Begin to control the types of marks made with a range of painting techniques e.g. layering, adding texture</p> <p>Select and use different brushes to explore and make marks of different thicknesses and using wet and dry paint techniques</p> <p>Work on different scales. Use a brush to produce marks appropriate to work e.g. small brush for small marks</p> <p>Mix paint to make secondary colours, adding them to the colour wheel</p> <p>Know how to mix primary colours to make brown</p> <p>Explore adding white to a colour to make tints</p>	<p>Work on different scales, selecting suitable brush size and type</p> <p>Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint creating textural effects</p> <p>Experiment with applying colour in different ways e.g. dotting, stippling, scratching, splashing</p> <p>Use light and dark when painting, mixing shades and tints with increasing confidence and for particular effects</p> <p>Build on understanding of the colour wheel, storing information through investigation on a colour spectrum</p> <p>Explore complementary colours – colours</p>	<p>Work with increasing detail, using appropriate brushes</p> <p>Create different effects and textures with paint according to what they need for a task.</p> <p>Use light and dark within painting and show understanding of complimentary colours.</p> <p>Mix tints and shades with increasing confidence.</p> <p>Experiment with creating tones – adding grey to a colour</p> <p>Investigate how artists use warm and cool colours – create and use in own work building on understanding of tints and shades</p> <p>Work with a range of paints: poster, acrylic and watercolour and investigate effects</p>	<p>Confidently control types of marks made and experiment with different effects and textures</p> <p>Mix and match colours to create atmosphere and light effects.</p> <p>Mix colours, shades, tones and tints with confidence</p> <p>Create images with lots of tone but using only one colour - monochrome</p> <p>Use watercolour paints and small brushes to develop detail</p> <p>Compose using fore, middle and background</p> <p>Start to develop a painting from a drawing</p>	<p>Use a range of effects to convey mood/feeling in their work.</p> <p>Use painting techniques as part of a mixed media at project</p> <p>Mix colour, shades, tints and tones with confidence and to achieve an intended effect</p> <p>Choose the type of paint and tools to use for a particular purpose e.g. watercolour for design work, washes, thick paint</p> <p>Use watercolour pencils</p> <p>Explore how artists have used colour, texture and movement to express emotions e.g. in self portraits</p> <p>Create a painting from a drawing</p>

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			<p>Explore adding black to a colour to make shades</p> <p>Mix and match colours to artefacts, objects, given colours</p> <p>Create different textured paint for an intended effect</p>	<p>opposite each other on the colour wheel</p> <p>Introduce watercolour paints to create wash backgrounds</p> <p>Experiment with different types of paint and making own paint</p>	<p>Look at how artists paint foregrounds and backgrounds for perspective</p>		<p>Work with sustained independence and confidence to develop their own style of painting.</p>
Printing	<p>Make rubbings of the natural environment</p> <p>Print with a variety of natural and manmade objects</p> <p>Develop simple patterns by printing with objects</p> <p>Print with block colours</p>	<p>Print with a range of hard and soft materials e.g. corks, pens, cotton reels, sponges</p> <p>Take rubbings to understand and inform their own textured prints and patterns</p> <p>Monoprint by marking into ink, or drawing onto the back of paper which has been placed on ink, controlling line and tone using tools or pressure</p>	<p>Create simple relief printing blocks e.g. with string and card</p> <p>Create repeating patterns</p> <p>Make simple monochrome prints</p> <p>Experiment with overprinting motifs and colour</p>	<p>Work in greater detail when relief printing - making printing blocks</p> <p>Use two colour overlays when relief printing</p> <p>Explore lines, marks, shapes and tones through mono-printing (using polystyrene tiles)</p>	<p>Print with two colour overlays</p> <p>Create repeating patterns</p> <p>Design a complex pattern made up from two or more motifs and printed a tiled version</p> <p>Combining prints to produce an end piece</p>	<p>Extend printing methods using Collagraph (on card/lino)</p> <p>Create designs for prints by simplifying initial drawings/sketches</p>	<p>Use printing techniques as part of a multi-media project e.g. prints onto dyed fabrics</p> <p>Through printing show increasing use of tools to control line, shape, texture and tone</p> <p>Colour mix through printing, create prints with at least three colour overlays</p>
Sculpture and Form	<p>Explore a range of malleable media such as clay, papier mache, salt dough, play dough</p> <p>Impress and apply simple decoration</p> <p>Make 3D models from junk and natural materials</p>	<p>Manipulate malleable materials in a variety of ways including rolling, pinching, kneading and shaping</p> <p>Explore sculpture with a range of natural materials e.g. leaves, stones, feathers, shells</p>	<p>Manipulate malleable materials e.g. salt dough, play dough, plasticine, clay for a purpose e.g. create a tile, simple pot, animal</p> <p>Develop slab techniques - change the surface of a malleable material e.g. adding texture to a tile</p>	<p>Plan, design and make models from observation or imagination</p> <p>Manipulate clay to create a simple thumb pot</p> <p>Create surface patterns and textures</p>	<p>Make 3D models by constructing materials and using Papier Mache and paint to add a final finish</p> <p>Join clay, constructing a simple tile base and then layering/joining shapes onto it to create 3D form</p>	<p>Use covering materials such as Modroc or modelling clay to create 3D models</p> <p>Add final finishes to models using paint/glazing techniques</p>	<p>Manipulate materials to make a new 3D form e.g. human form</p> <p>Use smoothing techniques to create a desired finish before painting</p>

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		Experiment with constructing and joining recycled, natural and manmade materials		onto clay looking at cultural decoration from historic time periods		Use clay to create a coil pot using joining techniques to add detail e.g. handles	
Textiles	<p>Decorate a piece of fabric</p> <p>Explore joining fabrics to make a simple picture or product</p> <p>Weave natural and manmade products</p>	<p>Match and sort fabrics and threads for colour and texture</p> <p>Change and modify threads and fabrics - knotting, fraying, plaiting, twisting, pulling threads</p> <p>Cut and shape fabrics</p> <p>Join two pieces of fabric using stitching</p> <p>Add shapes with glue or stitching</p>	<p>Apply decoration using beads, buttons, feathers etc</p> <p>Apply colour using printing, dying, fabric crayons</p> <p>Weave materials e.g. carrier bags or ribbon on a bike wheel, natural materials on a weaving board looking at colour and texture</p>	<p>Use a variety of techniques e.g. printing, dyeing, weaving, stitching to create different textural effects</p> <p>Extend understanding of joining fabrics by using more than one type of stitch (running and cross stitch)</p>	<p>Experiment with adding detail to fabric by gluing or stitching</p> <p>Add colour and pattern to fabric using dyes, printing and resist paste and batik</p> <p>Weave paper and found materials to represent an image e.g. landscape</p>	<p>Use fabric to create a 3D art form</p> <p>Use a number of different stitches creatively to join fabrics and create patterns/textures</p> <p>Use a range of techniques to add decoration e.g. plaiting, pinning, stapling, stitching, sewing</p>	<p>Produce a two-colour dye</p> <p>Add colour and pattern to a fabric using batik with more than one colour</p> <p>Combine techniques to produce an end piece e.g. embroidery over tie dye</p>

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<p>Collage</p>	<p>Create simple collages using fabrics and materials, looking at colour and texture</p>	<p>Create images from a variety of media e.g. magazines, fabric, crepe paper</p> <p>Sort and group materials by properties e.g. colour and textures</p> <p>Collect, sort, name and match colours appropriate for an image</p> <p>Arrange and glue materials to different backgrounds</p>	<p>Create and arrange shapes appropriately</p> <p>Select and use textured paper for an image</p> <p>Fold, crumble, tear and overlap papers and other materials</p> <p>Work on different scales</p>	<p>Develop skills of overlapping and overlaying to place objects in front or behind in a collage</p> <p>Experiment with techniques to make mosaics</p>	<p>Experiment with creating mood, feeling, movement and areas of interest using different media</p> <p>Use collage as a means of collecting ideas and information and building a visual vocabulary</p>	<p>Experiment with a range of media to overlap and layer, creating interesting colours and textures and effects</p>	<p>Embellish a surface using a variety of techniques, including drawing, painting and printing</p> <p>Select and use found materials with art media and adhesives to assemble and represent an image or stimulus</p>
<p>Developing Ideas</p>		<p>Start to record simple media explorations in a sketch book.</p> <p>Use a sketchbook to show the progression of their work.</p>	<p>Use a sketchbook to plan and develop simple ideas.</p> <p>Build information on colour mixing, the colour wheel and colour spectrums.</p> <p>Collect textures and patterns to inform other work</p>	<p>Use a sketch book to express feelings about a subject.</p> <p>Identify interesting aspects of objects as a starting point for work.</p> <p>Make notes in a sketch book about techniques used by artists</p>	<p>Use a sketchbook 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.</p> <p>Express likes and dislikes through annotations. Use a sketchbook to adapt and improve original ideas.</p> <p>Make notes to indicate their intentions/purpose of a piece of work.</p>	<p>Keep notes which consider how a piece of work may be developed further</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.</p> <p>Start to develop their own style using tonal contrast and mixed media.</p> <p>Adapt work as and when necessary and explain why.</p>	<p>Use a sketchbook to plan a sculpture through drawing and other preparatory work.</p> <p>Use the sketch book to plan how to join parts of the sculpture.</p> <p>Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

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							Develop their own style using tonal contrast and mixed media.
Responding to Art		<p>Look at and talk about own work and that of other artists and the techniques they had used expressing their likes and dislikes.</p> <p>Explore 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.</p>	<p>Continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</p> <p>Express thoughts and feelings about a piece of art.</p> <p>Explain how a piece of art makes them feel – link to emotions.</p>	<p>Continue to explore 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.</p> <p>Discuss own and other's work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p>Respond to art from other cultures and periods of time.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings and explaining their views.</p> <p>Begin to explore a range of great artists, architects and designers in history.</p> <p>Reflect and explain the successes and challenges in a piece of art they have created.</p> <p>Identify changes they might make or how their work could be developed further.</p>	<p>Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Compare the style of different styles and approaches.</p>	<p>Discuss and review own and others' work, expressing thoughts and feelings, and identify modifications /changes on how they can be developed further.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Explore a range of great artists, architects and designers in history.</p> <p>Recognise the art of key artists and begin to place them in key movements or historical events.</p>