



Learning in Art and Design Skills Progression - Year 1 - Year 6



	Y1	Y2	Y3	Y4	Y5	Y6
Aims of the National Curriculum	<ul style="list-style-type: none">- Produce creative work, exploring their ideas and recording their experiences- Become proficient in drawing, painting, sculpture and other art, craft and design techniques- Evaluate and analyse creative works using the language of art, craft and design- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					
NC Programme of Study	To use a range of materials creatively to design and make products		To create sketch books to record their observations and use them to review and revisit ideas			
	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials e.g. pencil, charcoal, paint, clay			
	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 practices and disciplines, and making links to their own work		About great artists, architects and designers in history			
Progression in Learning skills	To draw	Experiments with a variety of media; pencils, rubbers, crayons, pastels, charcoal, chalk Explores tone using different grades of pencil, pastel and chalk Use line and tone to represent things seen, remembered or observed Investigates tone by drawing light/dark lines, light/dark patterns, light/dark shapes	Explores shading, using different media Draws familiar things from different viewpoints Uses line, tone and shade to present things seen, remembered or imagined Create textures with a wide range of drawing implements		Experiments with line, tone and shade Uses a range of materials to produce line, tone and shade Selects appropriate media and techniques to achieve a specific outcome *Develop their own style and techniques using tonal contrast and mixed media	
	To paint	Use a variety of tools and techniques including different brush sizes and types Work on different scales Experiment with tools and techniques eg. Layering, mixing media, scrapping through	Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects Work on a range of scales e.g. Thin brushes on small picture etc... Create different effects and textures with paint according to what they need for the task		Develop a painting from drawing Carry out preliminary studies, trying out different media, materials and mixing appropriate colours Create imaginative work from a variety of sources e.g. Observational drawing, themes, poetry and music	
	To colour	Identify primary colours by name Mix primary shades and tones	Mix colours and know which primary colours make secondary colours Use more specific colour language Mix and use tints and shades		Mix and match colours to create atmosphere and light effects Be able to identify primary, secondary, complimentary and contrasting colours Work with complimentary colours	
	To sculpt	Manipulate malleable materials in a variety of ways including rolling and kneading Explore sculpture with a range of malleable media	Plan, design and make models from observation or imagination Join clay adequately and construct a simple base for		Shape, model and construct from observation or imagination Use recycled, natural and man-made materials to	

Every child has the right to an education. (Article 28)

Education must develop every child's personality, talents and abilities to the full. (Article 29)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (Article 31)



Learning in Art and Design Skills Progression - Year 1 - Year 6



		Manipulate malleable materials for a purpose, e.g. Pot, tile Understand the safety and basic care of materials and tools	extending and modelling other shapes Create surface patterns and textures in a malleable material Use paper mache to create a simple 3d object	create sculptures Plan a sculpture through drawing and other preparatory work Develop skills in using clay including slabs, coils, slips etc... Produce intricate textures in malleable media
	To texture	Create textured paint by adding sand, plaster Make rubbings to collect textures and pattern	Create fabrics by weaving materials e.g. grass through twigs, carrier bags through a bike wheel	Change the surface of a malleable material e.g. Build a textured tile Create, select and use textured paper for an image
	To evaluate	Share ideas, experiences and imagination Explore the work of artists, craftspeople and designers from different times and cultures, making links to own work Review what they have done and say what they think and feel about it Identify what they might change in their current work or develop in future work	Create sketch books to record observations and use them to review and revisit ideas Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it Adapt work according to their views and describe how they might develop it further Annotate work in sketch books	
	To know great artists, craft makers and designers	Kandinsky, Miro, LS Lowry, Monet, Van Gough, Cezanne, Andy Degas, Hogarth, Henry Moore, Hockney, Picasso, Designs from other cultures inc Islamic tiles	Salvador Dali, Seurat, Monet, Renoir, Cassatt, Matisse, Andrew Goldsworthy Birmingham Artists/Designers- David Cox, John Poole (Sculptor)	Kandinsky, Esher, Holbein, Leonardo da Vinci, Picasso, Leger Contemporary Artists- Pop Artists, Roy Lichtenstein, Chuck Close Birmingham Architect- Augustus Pugin Birmingham Designer- John Hardman
	Support transition to Bishop Walsh	Attempt to make the artists that the children study to fit with any themes in the year group or period of time e.g. Henry VIII AND Hans Holbein or Music or Kandinsky Ensure children understand the importance of presentation when sketching Children know how to accurately draw including the quality of detail and shading		