



'Inspiring Excellence for All'

Passion

Excitement for learning
–knowledge the children will acquire

Urgency

The learning journey through the topic

Positivity

Building the skills of collaboration, resilience and communication (both written and oral)

Aspiration

Cultural capital – experiences and trips the children will have

Commitment

Skills the children will acquire now or over time

Progression of Skills in Art and Design

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ongoing)	<p>Know about some of the forms used by artists in their work</p> <p>Be able to comment on works of art</p> <p>Understand that the work of artists can be seen in a wide variety of places and situations</p>	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and</p>	<p>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>Question and make thoughtful observations about starting points and select ideas and</p>

	<p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p>	<p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p>	<p>select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>select ideas to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>processes to use in their work.</p> <p>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>
<p>Evaluating and developing work (ongoing)</p>	<p>Be able to use a variety of materials and processes</p> <p>Be able to suggest ways of improving their own work</p> <p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p>	<p>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</p> <p>Identify what they might change in their current work or develop in their future work.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p> <p>Annotate work in sketchbook.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>	<p>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</p> <p>Adapt their work according to their views and describe how they might develop it further.</p>

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Drawing	<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Begin to explore the use of line, shape and colour</p>	<p>Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Draw for a sustained period of time from the figure and real objects, including single and grouped objects.</p> <p>Experiment with the visual elements; line, shape, pattern and colour.</p>	<p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>sources.</p> <p>Draw for a sustained period of time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Use research to inspire drawings from memory and imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>	<p>Use a variety of source material for their work.</p> <p>Work in a sustained and independent way from observation, experience and imagination.</p> <p>Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p>	<p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p> <p>Identify artists who have worked in a similar way to their own work.</p> <p>Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.</p>

<p>Painting</p>	<p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p> <p>Mix secondary colours and shades</p> <p>Create different textures e.g. use of sawdust.</p>	<p>Mix a range of secondary colours, shades and tones.</p> <p>Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p>Mix a variety of colours and know which primary colours make secondary colours.</p> <p>Use a developed colour vocabulary.</p> <p>Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc.</p>	<p>Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p> <p>Choose paints and implements appropriately.</p> <p>Plan and create different effects and textures with paint according to what they need for the task.</p> <p>Show increasing independence and creativity with the painting process.</p>	<p>Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.</p> <p>Work on preliminary studies to test media and materials.</p> <p>Create imaginative work from a variety of sources.</p>	<p>Create shades and tints using black and white.</p> <p>Choose appropriate paint, paper and implements to adapt and extend their work.</p> <p>Carry out preliminary studies, test media and materials and mix appropriate colours.</p> <p>Show an awareness of how paintings are created (composition).</p>
<p>Textile / collage</p>	<p>Use a variety of techniques, e.g. weaving, finger knitting, fabric</p>	<p>Use a variety of techniques, inc. weaving, French knitting, tie-</p>	<p>Use a variety of techniques, inc. printing, dying, quilting,</p>	<p>Choose collage or textiles as a means of extending work</p>	<p>Join fabrics in different ways,</p>	<p>Awareness of the potential of</p>

	<p>crayons, sewing and binca.</p> <p>How to thread a needle, cut, glue and trim material.</p>	<p>dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p> <p>Stitch, knot and use other manipulative skills.</p>	<p>weaving, embroidery, paper and plastic trappings and appliqué.</p> <p>Name the tools and materials they have used.</p> <p>Develop skills in stitching. Cutting and joining.</p> <p>Experiment with a range of media e.g. overlapping, layering etc.</p>	<p>already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p>	<p>including stitching.</p> <p>Use different grades and uses of threads and needles.</p> <p>Extend their work within a specified technique.</p> <p>Use a range of media to create collage.</p>	<p>the uses of material.</p> <p>Use different techniques, colours and textures etc when designing and making pieces of work.</p> <p>To be expressive and analytical to adapt, extend and justify their work.</p>
3D form	<p>Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</p> <p>Experiment with, construct and join recycled, natural and man-made materials.</p>	<p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>	<p>Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p>	<p>Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p>	<p>Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p>	<p>Develop skills in using clay inc. slabs, coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions</p>

	Explore shape and form.		Make a simple papier mache object. Plan, design and make models.	Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed.	Plan a sculpture through drawing and other preparatory work.	with increasing independence.
Breadth of study	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate different kinds of art, craft and design.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.
Cultural Capital	Weaving based on The Rainbow Fish	The work of Kadinsky listening to Jazz music (Kadinsky was inspired by jazz.	The work of Klee	The work of Picasso	The work of Warhol	The work of Gustav Klimt