


Gaddesden Row Progression of Skills- Art and Design (2021-22)

	EYFS	Year One	Year Two	End of KS expectations	Year Three	Year Four	Year Five	Year Six	End of KS expectations
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	*Begin to use a variety of drawing tools – felt tips, crayons, chalk, pencils, oil pastels, paint, stampers, DoodleBuddy on ipads, 2Paint on laptops, messy play mark making, marbling ink, water on surfaces, sand tray mark making * Use drawings to tell a story *Investigate different lines * Explore different textures	*Extend the variety of drawings tools * Explore different textures * Observe and draw landscapes *Observe patterns *observe anatomy (faces, limbs)	<ul style="list-style-type: none"> experiment with tools and surfaces draw a way of recording experiences and feelings discuss use of shadows, use of light and dark Sketch to make quick records 	<p>To use a range of materials creatively to design and make products:</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines making links to their own work.</p>	<ul style="list-style-type: none"> Experiment with the potential of various pencils <p>close observation * initial sketches as a preparation for painting *accurate drawings of people – particularly faces</p>	*Identify and draw the effect of light *scale and proportion * accurate drawings of whole people including proportion and placement * Work on a variety of scales * computer generated drawings	* effect of light on objects and people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective	* effect of light on objects and people from different directions * interpret the texture of a surface * produce increasingly accurate drawings of people * concept of perspective	<p>Pupils should be taught</p> <p>- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>-To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>- 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)</p> <p>-About great artists, architects and designers in history</p>
Colour (painting, ink, dye, textiles, pencils, crayon, pastels)	*Experimenting with and using primary colours * Naming *mixing (not formal) * Learn the names of different tools that bring colour * Use a range of tools to make coloured marks.	*name all the colours * mixing of colours *Find collections of colour * applying colour with a range of tools	* Begin to describe colours by objects * Make as many tones of one colour as possible (using white) * Darken colours without using black * using colour on a large scale		* colour mixing * Make colour wheels * Introduce different types of brushes * techniques- apply colour using dotting, scratching, splashing (Art unit relating to the journey of war from destruction to jubilation)	* colour mixing and matching; tint, tone, shade * observe colours * suitable equipment for the task *colour to reflect mood	* hue, tint, tone, shades and mood * explore the use of texture in colour * colour for purposes	* hue, tint, tone, shades and mood * explore the use of texture in colour * colour for purposes * colour to express feelings	
Texture (textiles, clay, sand, plaster, stone)	* Handling, manipulating and enjoying using materials - playdough, clay, sand, messy play, food models, collage materials, recycled materials *Sensory experience *Simple collages	* weaving * collage * Sort according to specific qualities * how textiles create things	* overlapping and overlaying to create effects *Use large eyed needles – running stitches * Simple appliqué work * Start to explore other simple stitches * collage		*Use smaller eyed needles and finer threads * weaving * Tie dying, batik	*Use a wider variety of stitches * observation and design of textural art *experimenting with creating mood, feeling, movement- *compare different fabrics	*use stories, music, poems as stimuli * Select and use materials * embellish work *artists using textiles	* Develops experience in embellishing * Applies knowledge of different techniques to express feelings * Work collaboratively on a larger scale	
Form (3D work, clay, dough, boxes, wire, paper sculpture)	*Handling, feeling, enjoying and manipulating materials *Constructing *Building and destroying *Shape and model	*Construct *Use materials to make known objects for a purpose * Carve *Pinch and roll coils and slabs using a modelling media. * Make simple joins	* Awareness of natural and man-made forms *Expression of personal experiences and ideas * to shape and form from direct observation (malleable and rigid materials) * decorative techniques * Replicate patterns and textures in a 3-D form * work and that of other sculptors		*Shape, form, model and construct (malleable and rigid materials) * Plan and develop * understanding of different adhesives and methods of construction * aesthetics (Building air raid shelters)	* Plan and develop * Experience surface patterns / textures * Discuss own work and work of other sculptors * analyse and interpret natural and manmade forms of construction	* plan and develop ideas * Shape, form, model and join *observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors	* plan and develop ideas * Shape, form, model and join * observation or imagination * properties of media * Discuss and evaluate own work and that of other sculptors (Building fairgrounds)	
Printing (found materials, fruit/veg, wood blocks, press print, lino, string)	* Rubbings * Print with variety of objects *Print with block colours	*Create patterns *Develop impressed images *Relief printing	*Print with a growing range of objects * Identify the different forms printing takes		*relief and impressed printing * recording textures/patterns * monoprinting * colour mixing through overlapping colour prints	* Use sketchbook for recording textures/patterns * Interpret environmental and manmade patterns * modify and adapt print	*combining prints * design prints * make connections * discuss and evaluate own work and that of others	*Builds up drawings and images of whole or parts of items using various techniques * Screen printing * Explore printing techniques used by various artists (lino print)	
Pattern (paint, pencil, textiles, clay, printing)	*repeating patterns * irregular painting patterns * Simple symmetry	*Awareness and discussion of patterns * repeating patterns * symmetry	*Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning * natural and manmade patterns *Discuss regular and irregular		* pattern in the environment * design using ICT * make patterns on a range of surfaces * symmetry	*Explore environmental and manmade patterns * tessellation	* Create own abstract pattern to reflect personal experiences and expression * create pattern for purposes	*Create own abstract pattern to reflect personal experiences and expression (Fairground art) * create pattern for purposes	

