



Bedfield and Wetheringsett C of E Primary Schools Progression of Skills Document

Subject: Art and Design

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Drawing | <p>Share ideas about mark making using a variety of media and create their own tools and surfaces on which to work.</p> <p>Investigate ways of communicating ideas to others by using a range of drawing materials and techniques.</p> <p>Use stories as a starting point and respond visually showing attention to texture and using appropriate marks.</p> <p>Discuss the work of others, talk about their own work and show that they can suggest ways of improving it.</p> | <p>Explore mark making using paints, brushes and other tools and investigate and use materials and processes to communicate ideas and meaning.</p> <p>Explore expressive mark making in response to music and begin to explore and record objects and arrangements from different viewpoints.</p> <p>Suggest ways of improving their work and say what they think and feel about their own work and the work of others.</p> | <p>Explore ideas, collect examples and understand the mark making techniques used by Vincent Van Gogh.</p> <p>After listening carefully to a story, they will be able to respond using drawing and resist techniques to produce an image from their imagination.</p> <p>Discuss different forms of patterning and record, enlarge and extend them with regard for line, shape and colour.</p> <p>Communicate ideas and observations, comment on their own work and that of others and suggest improvements that could be made.</p> | <p>Make a variety marks in response to descriptive vocabulary when listening to a story.</p> <p>Closely observe and discuss natural forms and produce detailed analytical drawings. Also, they will be able to use natural forms as a starting point for group work in response to an image by a famous artist.</p> <p>Developing fine control of tools and be able to produce a detailed, patterned drawing.</p> <p>When discussing their work and the work of others they will be able to suggest improvements that could be made.</p> | <p>Share their ideas about mark making, and are able to investigate drawing materials and techniques to communicate their ideas to others.</p> <p>Use a viewfinder to select lines and shapes from the work of a famous artist and use these in their images.</p> <p>Investigate working in the negative and use this technique to respond to the work of a famous artist.</p> <p>Say what they think about their work and that of others and show that they can suggest ways of improving and developing images.</p> | <p>Investigate drawing materials and techniques to communicate their ideas to others focusing on different visual elements of art.</p> <p>Investigate the portraiture imagery of famous artists and comment on the ideas, methods and approaches in their work.</p> <p>Working within a group, they will be able to show an understanding of tone when working on an enlarged facial image.</p> <p>Say what they think about what they, and others, have produced and suggest ways of improving the work.</p> |

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| Painting | <p>Investigate and use painting materials and techniques to communicate their ideas in both imaginative and experimental work.</p> <p>Respond to the work of an artist, by producing work in his style and discussing similarities between his image and their own.</p> <p>Explore ideas about painting, suggest ways of improving their work and say what they think and feel about their own work and the work of others.</p> | <p>Investigate the use of painting to communicate ideas and meanings in their own and other images and comment on the work of others including artists.</p> <p>When working on an imaginative image they will start to incorporate the painting techniques that they have learned.</p> <p>Suggest improvements to their work and explore ideas about shape, pattern and colour using different brush strokes and painting media.</p> | <p>Investigate visual qualities of shape and colour, experiment with painting techniques and understand how colour can be mixed and applied.</p> <p>Comment on differences and similarities between their own and others' work, including artists, and suggest improvements to their own images.</p> | <p>Explore ideas about colour and investigate a variety of painting methods and techniques.</p> <p>Collect visual and other information and record this to inform future work</p> <p>Comment on ideas, methods and approaches used in their own and others' work including artists and adapt and improve their own work.</p> | <p>Share their ideas about painting techniques and use painting materials and techniques to communicate their ideas to others.</p> <p>Explore patterns and record, enlarge, match and extend them to realise their intentions.</p> <p>Discuss their work and that of others and produce images in response to wellknown artists especially focusing on the use of colour in their work.</p> | <p>Compare and comment on the work of Cubist painters and use techniques of combining and organising images to produce work in their style.</p> <p>Apply different techniques using colour and understand the ideas and approaches different artists use in their work.</p> <p>Working within a group, they will be able to co-operate with others on producing an enlarged group image and discuss similarities between this and the work of a well-known artist.</p> <p>Use a sketchbook to organise and explore ideas and review their own work and that of others.</p> |

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| Textiles | <p>Explore and use natural and made materials to communicate ideas in weavings and fabric resist pieces.</p> <p>Comment on differences in others' work and suggest ways of improving their own work.</p> | <p>Explore ideas about colour, pattern and shape.</p> <p>Make rubbings, relief block prints and card wraps based on first hand experience and responses to individually selected reproductions from different times and cultures.</p> <p>Say what they think and feel about their own and others' work and suggest ways of improving their own work.</p> | <p>Explore how shape and colour can be organised and combined to create patterns.</p> <p>Collect visual information and experiment with dip dye, collograph and plasticine relief blocks to make printed patterns.</p> <p>Comment on similarities and differences between their own and others' work.</p> <p>Adapt and improve their own work according to its purpose.</p> | <p>Explore and experiment with mono printing techniques; combine a variety of dip dye, mono printing, knotting and wrapping techniques.</p> <p>Comment on ideas, methods and approaches used in their own and others' work and respond to the work of Michael Brennand-Wood.</p> <p>Adapt and improve their work.</p> | <p>Experiment with and combine materials and processes to make multiple unit hangings, batiks and layered collage images.</p> <p>Explore ideas and record processes; compare and discuss methods and ways of working, relating these to their own ideas.</p> <p>Adapt and improve their work as it progresses.</p> | <p>Explore ideas about the work of Norman Foster, Antonio Gaudi, Hundertwasser and North American Indians.</p> <p>Collect visual and other information and select and develop ideas.</p> <p>Use materials and processes to communicate ideas and meanings.</p> <p>Compare and comment on ideas, methods and approaches used in their own and others' work, relating these to the purpose of the work.</p> <p>Adapt and improve their work to realise their intentions.</p> |

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| Printing | <p>Use different methods to make printing blocks and use these to produce layered prints.</p> <p>Say what they think and feel about their work and select different methods, techniques and materials to develop their ideas.</p> | <p>Discuss pattern and printmaking, make stencil and direct prints.</p> <p>Produce a clay tile and develop their work with overprinting and the use of tissue overlays.</p> | <p>Use rollers to produce work using different marks and to ink-up a slab and use this to produce mono-print designs on different surfaces.</p> <p>Understand the idea of repeat patterning and produce work using a plasticine stamp.</p> <p>Adapt and improve their own work according to its purpose.</p> <p>Reflect on and record what they have achieved and observe and comment upon their own work and that of others.</p> | <p>Produce mono-prints and press-prints to reflect the linear aspect of traditional African designs.</p> <p>Make a collograph relief block, which focuses on shapes found in African designs, and use this for printing on a variety of surfaces to produce repeated pattern work.</p> <p>Discuss their own work and that of others and suggest improvements to their own printed images.</p> | <p>Produce three colour reduction prints using press-print and discuss, understand and record the process of reduction printing, producing annotated examples of their work.</p> <p>Use previously learned processes and techniques in combination to produce an overlaid print.</p> <p>Research and discuss the work of printmakers and develop responses through their own work.</p> <p>Discuss what they and others have done and suggest improvements and developments that could be made.</p> | <p>Use their own drawings as a starting point for producing unique state prints.</p> <p>Record the processes and techniques that they have used and chart the development of their printmaking through annotated examples.</p> <p>Have an understanding of the batik process and be able to produce an image in response to Chinwe Chukwuogo-Roy.</p> <p>Compare ideas and approaches in their own work and that of others' and use this as a basis for further developments.</p> |

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| Collage | <p>Explore ideas about collage and use natural and made materials to communicate ideas and meanings.</p> <p>Say what they think and feel about their own and others' work and suggest ways of improving their own work.</p> | <p>Investigate and use collage materials and processes to communicate ideas about line, shape and colour.</p> <p>Work with others to develop large-scale responses.</p> <p>Say what they think and feel about their own and others' work and suggest ways of improving their own work.</p> | <p>Use information about the work of artists and explore how line, colour, shape and space can be organised and combined to create responses to artists' work.</p> <p>Compare and comment on ideas, methods and approaches used in their own and others' work.</p> | <p>Explore ideas and collect visual and other information in responding to the work of Matisse, Bacon and Warhol.</p> <p>Explore how visual qualities can be organised and combined for different purposes to communicate their ideas.</p> <p>Comment on ideas, methods and approaches used in their own and others' work and adapt and improve their work.</p> | <p>Work from source material to help with their work, organise and combine visual and tactile qualities of materials and record explorations in their sketchbooks.</p> <p>Adapt and improve their work as it progresses.</p> <p>Compare and comment on ideas, methods and approaches in their own and others' work</p> | <p>Explore ideas about the work of Gustav Klimt and Pablo Picasso's Cubist work.</p> <p>Collect visual and other information by observing and recording from firsthand and secondary sources.</p> <p>Use materials and processes to communicate ideas, methods and approaches in their own and others' work and discuss, adapt and improve their work to realise their intentions.</p> |

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| 3D | <p>Use both made and natural objects to explore line, pattern and colour in 3D work.</p> <p>Respond to a story by manipulating clay to produce different forms and make changes in their developing work.</p> <p>Use clay to produce a tile with an impressed pattern and use clay to make a mould for a plaster cast.</p> <p>Talk about what they have done and how this is similar to the work of the artists Richard Long and Andy Goldsworthy.</p> | <p>Explore and represent symbolism in response to Aboriginal Art and produce 3D decorated forms.</p> <p>Manipulate clay to produce coils and forms in response to a story and also use clay to make imaginative forms.</p> <p>Discuss their own work and that of others and suggest developments that could be made.</p> | <p>Use brown, gummed tape over a mould to produce a 3D form.</p> <p>Develop a design in response to the work of a famous artist and comment on their own work and that of others.</p> <p>Develop simple linear designs based on natural forms and use clay to form and inlay a design.</p> <p>Use paper forms to produce a 3D relief panel.</p> <p>Discuss their work with others and talk about improvements that could be made to their own work.</p> | <p>Use their own research as a starting point for developing shoe designs.</p> <p>Decorate and embellish their work, discuss their progress and suggest modifications that could be made.</p> <p>Use their knowledge of coiling clay to experiment with making a coiled form and record the process and techniques that they have used in the sketchbook.</p> <p>Use dipped fabric to produce collaborative group textile form.</p> | <p>Explore shape, form and decoration using a range of 3D materials.</p> <p>Work from source material and experiment with and combine materials and processes to make 3D forms.</p> <p>Compare and discuss ideas, methods and ways of working in others' work, relating these to their own ideas.</p> <p>Adapt and improve their work as it progresses.</p> | <p>Combine and organise line, shape, pattern and form to match their intentions.</p> <p>Collect and select visual and other information in developing ideas for their work and record from first-hand observation directly into 3D form.</p> <p>Develop a series of pieces, adapting and improving their work as it progresses.</p> <p>Compare and comment on ideas, methods and approaches in their own and others' work.</p> |
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