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|  | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** | **Suggested artists** |
| **Drawing****(pencil, charcoal, inks, chalk, pastels, ICT software)** | * Begin to use a variety of drawing tools
* Use drawings to tell a story. Investigate different lines.
* Explore different textures
* Encourage accurate drawings of people.
 | * Extend the variety of drawing tools.
* Explore different textures
* Observe and draw landscapes
* Observe patterns
* Observe anatomy (faces, limbs)
 | * Experiment with tools and surfaces.
* Draw as a way of recording experiences and feelings
* Discuss and use shadows – use light and dark
* Sketch to make quick records.
 | * Experiment with the potential of various pencils
* Close observation
* Draw both the positive and negative shapes
* Initial sketches as a preparation for painting
* Accurate drawings of people – particularly faces
 | * Identiify and draw the effect of light.
* Scale and proportion
* Accurate drawings of whole people including proportion and placement
* Work on 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
 | Leonardo Da Vinci, Vincent Van Gogh, Poonac |
| **Colour ( painting, ink, 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 on paper
 | * Name all the colours
* Mixing of colours
* Find collections of coulour
* 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
* Making colour wheels
* Introduce different types of brushes
* Techniques- apply colour using dotting, scratching, splashing
 | * 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
 | Pollock, Monet, Chagall, Ben Mosely, Van Gogh |
| **Texture ( textiles, clay, sand, plaster, stone)** | * Handling, manipulatlng and enjoying using materials
* Sensory experience
* Simple collages
* Simple weaving
 | * Weaving
* Collage
* Sort according to specific qualities
* How textiles create things
 | * Overlapping and overlaying to create effects
* Use large eyed needles-running stitches
* Simple applique 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 textured art
* Plan and develop
* Understanding of different adhesives and methods of construction
* Aesthetics
 | * Use stories, music, poems as stimuli
* Select and use materials
* Embellish work
* Fabric making
* Artists using textiles
 | * Develop experience in embellishing
* Apply knowledge of different techniques to express feelings
* Work collaboratively on a larger scale
 | Linda Caverley, Molly Williams, William Morris, Gustav, Kilmt |
| **Form ( 3D work, clay, dough, boxes, wire, paper schupture, mod roc)** | * Handling, feeling, enjoying and manipulating materials
* Sensory experience
* Constructing
* Building and destroying
* Shape and Model
 | * Construct
* Use materials to make known objects for a purpose
* Carve
* Pinch and role coils and slabs using a modelling media
* Make simple joins
 | * Awareness of natural and man-made forms
* Expression of personal experiences and ideas
* Shape and form from direct observations (malleable and rigid materials)
* Decorative techniques
* Replicate patterns and textures in a 3D form
* Work on ideas from known sculptures
 | * Shape, form, model and construct (malleable and rigid materials)
* Plan and develop
* Understand different adhesives and methods of construction
* Aesthetics
 | * 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 | Henry Moore, Barbara Hepworth, Andy Goldsworthy |
| **Printing (found materials , fruit/veg, wood blocks, press print, line, 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 drawing s and images of or parts of items using various techniques
* Screen printing
* Explore printing techniques used by various artists
 | Picasso, Dan Mather, Andy Warhol |
| **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 range of surfaces
* Symmetry
 | * Explore environmental and manmade patterns
* Tessellation
 | * Create own abstract pattern ato reflect personal experiences and expression
* Create pattern for purposes
 | * Create own abstract pattern to reflect personal experiences and expression
* Create pattern for purposes
 | Joan Moro, Bridget Riley, Escher, Paul Klee |

DRY SANDFORD PRIMARY SCHOOL- ART AND DESIGN SKILLS PROGRESSION.

Progression of skills in art and design for EYFS, KS1 and KS2: The following development of skills is a guide for teachers which should be used alongside topics in a cross-curricular way. Year group is a guide only and children’s art should be tracked so that a wide variety of skills, techniques and artists are used and progressively developed for every year group that passes through the school. Each child from Y1 should have a sketchbook and each year group should have a folder with a selection of artwork created by them (photographed).