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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).