

**Wheldrake with Thorganby CE Primary School Progression of Skills In Art & Design**  
**Coverage of skills -Year A**



**Working together to be the best we can be**

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Exploring and developing ideas (ONGOING)</b>		Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas.  Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.  Question and make thoughtful observations about starting points and select ideas to use in their work.  Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
<b>Evaluating and developing work Use of sketchbooks (ONGOING)</b>		Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Use a sketchbook to gather and collect artwork.	Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work. Annotate work in sketchbook. Understand the basic use of a sketchbook and work out ideas for drawings. Draw for a sustained period of time from the figure and real objects, including single and grouped objects.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Annotate work in sketchbook.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Drawing: Use a sketchbook to develop ideas. Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination	Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Develop ideas using different or mixed media, using a sketchbook.
<b>Breadth of study</b>		Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT Investigate different kinds of art, craft and	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate different	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT.	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	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of	Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Use ICT. Investigate art, craft and design in the locality and in a variety of

		design.	kinds of art, craft and design.	Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.	and traditions.	genres, styles and traditions.	genres, styles and traditions.

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b><u>Autumn 1</u></b>		<p><b><u>Y1-Superheroes</u></b>  <b>Painting</b>            Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p><b>Mix secondary colours and shades using different types of paint.</b></p>	<p><b><u>Y2-Superheroes</u></b></p> <p>Artists:            James Rizzi-Cityscapes            Pop Art, Roy Lichtenstein.</p> <p>Use ICT</p> <p>Superhero t-shirts</p> <p><b>Textiles/collage:</b>            Use a variety of techniques, such as weaving, French knitting, tie- dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.</p>	<p><b><u>Y3 Maps and Flags</u></b>  <b>Where in the World?</b></p> <p>Textiles/Collage;</p> <p>Use a variety of techniques, inc. printing, dyeing, quilting, 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><b><u>Y4- Maps and Flags</u></b>  <b>Where in the World?</b></p> <p>Textiles/Collage;</p> <p>Match the tool to the material.</p> <p>Combine skills more readily.</p> <p>Choose collage or textiles as a means of extending work already achieved.</p> <p>Refine and alter ideas and explain choices using an art vocabulary.</p> <p>Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.</p>	<p><b><u>Y5-Earth and Space</u></b></p> <p>Textiles/Collage</p> <p>Join fabrics in different ways, including stitching. 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><b><u>Y6-Earth and Space</u></b>            Artist:Van Gogh Starry Night</p> <p>Textiles/Collage</p> <p>Awareness of the potential of 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>
<b><u>Autumn 2</u></b>		<p><b><u>Y1- Woodland</u></b>            Printmaking: Make marks in print with a</p>	<p><b><u>Y2-Woodland</u></b>            Printing: Use a variety of</p>	<p><b><u>Y3- Stone Age - Iron Age</u></b></p>	<p><b><u>Y4-Stone Age - Iron Age</u></b>            Drawing:</p>	<p><b><u>Y5-WW2</u></b>            Drawing: Explore the potential properties of</p>	<p><b><u>Y6-WW2</u></b>            Drawing: Demonstrate</p>

		<p>variety of objects, including natural and made objects.  <b>Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and recognise pattern in the environment.</b></p> <p><b><u>Celebrate</u></b></p> <p>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.  How to thread a needle, cut, glue and trim material.</p>	<p>techniques, such as relief, press and fabric printing and rubbings.</p> <p>Design patterns of increasing complexity and repetition.</p> <p>Print using a variety of materials, objects and techniques.</p> <p>Textiles/collage:  Create textured collages from a variety of media.</p> <p>Make a simple mosaic. Stitch, knot and use other manipulative skills.</p> <p><b><u>Celebrate</u></b>  <b>Painting:</b> Name different types of paint and their properties.  (Marbling)</p> <p>Textiles/collage:  Use a variety of techniques, such as weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.  (Wax resist fireworks)</p>	<p>Experiment with different grades of pencil and other implements.</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>the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Use a variety of source material for their work.</p>	<p>a wide variety of ways to make different marks with dry and wet media. Drawing:  Identify artists who have worked in a similar way to their own work.  Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape.</p>
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<p><b><u>Spring 1</u></b></p>		<p><b><u>Y1-Antarctica</u></b></p> <p>Textiles/collage Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p> <p>3D Form Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form.</p>	<p><b><u>Y2-Antarctica</u></b></p> <p>Drawing: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. (Penguin, Backdrop)</p> <p>Painting: Work on a range of scales e.g. large brush on large paper etc.</p> <p>Mix and match colours using artefacts and objects.</p>	<p><b><u>Y3- Vive la France</u></b></p> <p>Monet, Seurat + architects.</p> <p>Painting: 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>Work confidently on a range of scales e.g. thin brush on small picture etc.</p>	<p><b><u>Y4-Vive la France</u></b></p> <p>Monet, Seurat + architects.</p> <p>Painting: 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><b><u>Y5-Fairtrade</u></b></p> <p>Printing: Explain a few techniques, such as the use of poly-blocks,(watch this clip: <a href="https://www.youtube.com/watch?v=a-L4qTmX8JQ">https://www.youtube.com/watch?v=a-L4qTmX8JQ</a> relief, mono and resist printing. Choose the printing method appropriate to task.</p> <p>Build up layers and colours/t extures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>	<p><b><u>Y6-Fairtrade</u></b></p> <p>Islamic Art,</p> <p>Printing: Describe varied techniques.</p> <p>Be familiar with layering prints.</p> <p>Be confident with printing on paper and fabric.</p> <p>Alter and modify work. Work relatively independently.</p>
<p><b><u>Spring 2</u></b></p>		<p><b><u>Y1 Elves - Who's knocking at the door</u></b></p>	<p><b><u>Y2-Elves - Who's knocking at the door</u></b></p>	<p><b><u>Y3-Light and Sound Flash, Bang, Zap!</u></b></p>	<p><b><u>Y4-Light and Sound Flash, Bang, Zap!</u></b></p>	<p><b><u>Y5-Victorians</u></b></p> <p>Printing: Explain a few</p>	<p><b><u>Y6-Victorians</u></b></p> <p>Artist: William Morris</p> <p>Print: Describe varied</p>

		<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>Drawing/doodling.</p> <p>Drawing houses in Wheldrake</p> <p>Drawing landscape</p>	<p>3D form: Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Experiment with, construct and join recycled, natural and man-made materials more confidently.</p>			<p>techniques, such as the use of poly-blocks,(watch this clip: <a href="https://www.youtube.com/watch?v=a-L4gTmX8JQ">https://www.youtube.com/watch?v=a-L4gTmX8JQ</a> relief, mono and resist printing. Choose the printing method appropriate to task.</p> <p>Build up layers and colours/t textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>	<p>techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p>
<b>Summer 1</b>		<p><b>Y1-Plants</b> Drawing: 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 Mix and match colours to artefacts and objects.</p>	<p><b>Y2-Plants</b> Drawing: Experiment with the visual elements; line, shape, pattern and colour.</p> <p><b>Painting:</b> Mix a range of secondary colours, shades and tones. Experiment with tools and techniques, inc. layering, mixing media,</p>	<p><b>Y3- Romans The Empire Strikes back</b></p> <p>3D form: Join clay adequately and work reasonably independently.</p> <p>Construct a simple clay base for extending and modelling other shapes.</p> <p>Cut and join wood safely and effectively.</p> <p>Make a simple</p>	<p><b>Y4- Romans The Empire Strikes back</b></p> <p>3 D form: Make informed choices about the 3D technique chosen.</p> <p>Show an understanding of shape, space and form.</p> <p>Plan, design, make and adapt models.</p> <p>Talk about their work understanding that it has been sculpted,</p>	<p><b>Y5-Comparing People and Places</b></p> <p>Painting: 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><b>Y6- Comparing People and Places</b> Painting 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>Work from a variety of sources, inc. those researched independently.</p>

		<b>Work on different scales.</b>	scraping through etc. Name different types of paint and their properties.	papier mache object.  Plan, design and make models	modelled or constructed.  Use a variety of materials		Show an awareness of how paintings are created (composition).
<b><u>Summer 2</u></b>		<b><u>Y1- Chocolate</u></b> Paint Create different textures e.g. use of sawdust.	<b><u>Y2-Chocolate</u></b> Drawing: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. (Ballpoint illustration Quentin Blake)	<b><u>Y3 As above</u></b> to explore pattern and shape, creating designs for printing.	<b><u>Y4 As above</u></b> Resist printing for example marbling, silkscreen and coldwater paste.	<b><u>Y5 Mystical Maya</u></b> 3D Form: Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man- made materials to create sculpture.  Plan a sculpture through drawing and other preparatory work.	<b><u>Y6 Mystical Maya</u></b> 3D Form Develop skills in using clay inc. slabs, (Check this link: <a href="https://ceramicartsnetwork.org/daily/pottery-making-techniques/handbuilt-plates-with-textured-and-stenciled-decoration/">https://ceramicartsnetwork.org/daily/pottery-making-techniques/handbuilt-plates-with-textured-and-stenciled-decoration/</a> ) coils, slips, etc.  Make a mould and use plaster safely.  Create sculpture and constructions with increasing independence.