

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



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>
Exploring and developing ideas (ONGOING)		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.
Evaluating and developing work Use of sketchbooks (ONGOING)		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.
Breadth of study		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>
<u>Autumn 1</u>	<u>R-Seaside</u>	<u>Y1-Pirates</u> Paint: using different types of paint Use a variety of tools and techniques including the use of different brush sizes and types. Mix secondary colours and shades Print: Make marks in print with a variety of objects, including natural and made objects. Mondrian	<u>Y2-Pirates</u> Paint: Work on a range of scales e.g. large brush on large paper etc. Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Textiles: Use a variety of techniques, such as weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Stitch, knot and use other manipulative skills.	<u>Y3-Anglo Saxons and Vikings-Britain until 1066</u> 3D form: Make informed choices about the 3D technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Use a variety of materials.	<u>Y4- Anglo Saxons and Vikings-Britain until 1066</u> 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.	<u>Y5-Brazil</u> Painting: Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. Artist: Henri Rousseau	<u>Y6-Brazil</u> Painting Create shades and tints using black and white. Choose appropriate paint, paper and implements to adapt and extend their work. Carry out preliminary studies, test media and materials and mix appropriate colours. Work from a variety of sources, inc. those researched independently. Show an awareness of how paintings are created (composition). Artist: Henri Rousseau Drawing: Demonstrate a wide variety of ways to make different marks with dry and wet media.
<u>Autumn 2</u>	<u>R-Transport/Christmas</u>	<u>Y1- Celebrate</u> Feltwork Kaffe Fasett Text/collage: Use a variety of techniques,	<u>Y2-Space & Beyond/</u> Paint: Name different types of paint and	<u>Y3- Christmas</u> Text/collage: Use a variety of techniques, for example printing,	<u>Y4-Christmas</u> Text/collage: Match the tool to the material. Combine skills more	<u>Y5-Tudors</u> Painting: Demonstrate a secure knowledge about primary and secondary, warm and cold,	<u>Y6-Tudors</u> Painting Create shades and tints using black and white.

		<p>e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material.</p> <p><u>Space & Beyond/ Collage – Mark Heard</u></p> <p>Create images from imagination, experience or observation.</p> <p>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</p>	<p>their properties.</p> <p><u>Celebrate</u></p> <p>Textiles Use a variety of techniques, such wax or oil resist,</p> <p>Create textured collages from a variety of media.</p> <p>Make a simple mosaic.</p>	<p>dying, 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>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>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>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> <p>Show an awareness of how paintings are created (composition).</p> <p>Drawing:</p> <p>Demonstrate a wide variety of ways to make different marks with dry and wet media.</p>
<u>Spring 1</u>	<u>R-Recycling/ Chinese New Year</u>	<p><u>Y1-GF of L</u></p> <p>3D form: Experiment with, construct and join recycled, natural and man-made materials.</p> <p>Explore shape and form.</p> <p>Drawing: Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p>	<p><u>Y2-GF of L</u></p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Drawing: Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.</p> <p>Textiles/collage Create textured collages from a variety of media.</p> <p>Make a simple mosaic</p>	<p><u>Y3- Animals and Living Things</u></p> <p>Experiment with different grades of pencil and other implements.</p> <p>Plan, refine and alter their drawings as necessary.</p> <p>Use their sketchbook to collect and record visual information from different sources.</p> <p>Draw for a sustained period of</p>	<p><u>Y4-Animals and living things</u></p> <p>Make informed choices in drawing inc. paper and media.</p> <p>Alter and refine drawings and describe changes using art vocabulary.</p> <p>Collect images and information independently in a sketchbook.</p> <p>Use research to inspire drawings from memory and</p>	<p><u>Y5-Journeys</u></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><u>Y6-Journeys</u></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>

				<p>time at their own level.</p> <p>Use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>	<p>imagination.</p> <p>Explore relationships between line and tone, pattern and shape, line and texture.</p>		
Spring 2	<p><u>R-Animals hot and cold (the world's habitats)/Easter</u></p>	<p><u>Y1-Ponds, Bogs & Woods</u></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.</p>	<p><u>Y2-Ponds, Bogs & Woods</u></p> <p>Print: Use a variety of techniques, such as relief, press and fabric printing and rubbings.</p>	<p><u>Y3-Mountains, Rivers and Coasts</u></p> <p>Shoe box diorama 3D 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, modelled or constructed.</p> <p>Use a variety of materials.</p> <p>Canal Boat Art Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Paint: Mix a variety of colours and know which primary colours make secondary</p>	<p><u>Y4-Mountains, Rivers and Coasts</u></p> <p>Shoe box diorama 3D form: Describe the different qualities involved in modelling, sculpture and construction.</p> <p>Use recycled, natural and man-made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p> <p>Canal Boat Art Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p> <p>Paint: Make and match colours with increasing accuracy.</p> <p>Use more specific colour language e.g. tint, tone, shade, hue.</p>	<p><u>Y5-Natural Disasters</u></p> <p>Drawing: Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</p> <p>Printing: Explain a few techniques, such as the use of poly-blocks,(watch this clip: https://www.youtube.com/watch?v=a-L4gTmX8JQ relief, mono and resist printing. Choose the printing method appropriate to task.</p> <p>Build up layers and colours/textures.</p> <p>Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours.</p>	<p><u>Y6-Natural Disaster</u></p> <p>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> <p>Print: Describe varied techniques. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.</p> <p>Artist: Hokusai</p>

				<p>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>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>		
<u>Summer 1</u>	<u>R-Farming Planting</u>	<p><u>Y1-Plants</u> Drawing: Begin to explore the use of line, shape and colour Paint: Mix and match colours to artefacts and objects. Work on different scales.</p>	<p><u>Y2-Plants</u> Drawing: Experiment with the visual elements; line, shape, pattern and colour. Paint : Mix a range of secondary colours, shades and tones.</p> <p>Mix and match colours using artefacts and objects. Experiment with tools and techniques, inc. layering, mixing media, scraping through etc.</p> <p>Name different</p>	<p><u>Y3- Ancient Egypt</u> Printing: Print using a variety of materials, objects and techniques including layering.</p> <p>Talk about the processes used to produce a simple print.</p> <p>to explore pattern and shape, creating designs for printing.</p>	<p><u>Y4- Ancient Egypt</u> Printing: Research, create and refine a print using a variety of techniques.</p> <p>Select broadly the kinds of material to print with in order to get the effect they want</p> <p>Resist printing for example marbling, silkscreen and coldwater paste.</p>	<p><u>Y5- Ancient Greece and Olympics</u></p> <p>3D Form: Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man- made materials to create sculpture.</p> <p>Plan a sculpture through drawing and other preparatory work.</p>	<p><u>Y6- Ancient Greece and Olympics</u> 3D Form Develop skills in using clay inc. slabs, (Check this link: https://ceramicartsnetwork.org/daily/pottery-making-techniques/handbuilding-techniques/great-idea-for-teachers-a-simple-lesson-plan-for-slab-building-plates-with-textured-and-stenciled-decoration/) coils, slips, etc.</p> <p>Make a mould and use plaster safely.</p> <p>Create sculpture and constructions with increasing independence.</p>

			<p>types of paint and their properties. 3D form</p> <p>Build a textured relief tile.</p> <p>Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p>Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models.</p>				
<u>Summer 2</u>	<u>R-Ourselves/ People who help us</u>	<p><u>Y1- Where in the World</u> Paint Create different textures e.g. use of sawdust. <u>Work on different scales.</u> Print: Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Make rubbings. Build a repeating pattern and</p>	<p><u>Y2-Where in the World</u> Print: Design patterns of increasing complexity and repetition. Print using a variety of materials, objects and techniques.</p>	<p><u>As above</u> Print using a variety of materials, objects and techniques including layering. Talk about the processes used to produce a simple print. to explore pattern and shape, creating designs for printing.</p>	<p><u>As above</u> Research, create and refine a print using a variety of techniques. Select broadly the kinds of material to print with in order to get the effect they want Resist printing for example marbling, silkscreen and coldwater paste.</p>	<u>As above</u>	<u>As above</u>

		recognise pattern in the environment.					
--	--	---	--	--	--	--	--