

**Rockmount Primary School
Skills Progression Document
Art and Design**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring and developing ideas (ONGOING)	<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 		<ul style="list-style-type: none"> 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 	
Evaluating and developing work (ONGOING)	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 a sketchbook 	<ul style="list-style-type: none"> 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 a sketchbook 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Use a variety of tools, inc. pencils, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Draw lines of different shapes and thicknesses. Draw simple 2D shapes with increasing accuracy. Colour (own work) neatly following the lines using pencils and crayons. 	<ul style="list-style-type: none"> Investigate textures and produce an expanded range of patterns by Layering different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. 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. Experiment with the visual elements; line, shape, pattern and colour. Show different tones by using coloured pencils and pastels. 	<ul style="list-style-type: none"> Experiment with different grades of pencil and other implements to show tone. use shading in pencils to show light and shadow. Plan, refine and alter their drawings as necessary Draw for a sustained period of time at their own level Use different media to achieve variations in line, texture, tone, colour, shape and pattern Use a sketchbook to gather and collect artwork 	<ul style="list-style-type: none"> Make informed choices in drawing inc. paper and media. Alter and refine drawings and describe changes using art vocabulary. Use hatching and cross hatching to show tone and texture. Confidently use a wider range of pencil techniques such as stippling, scumbling, smudging and blending. Explore relationships between line and tone, pattern and shape, line and texture Use their sketchbook to collect and record visual information from different sources 	<ul style="list-style-type: none"> Use a variety of source material for their work. Use one-point perspective in their work. consider the use of perspective to make their drawing proportional. Draw from different viewpoints, considering horizon lines. Work in a sustained and independent way from observation, experience and imagination Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape Collect images and information independently in a sketchbook 	<ul style="list-style-type: none"> To use a range of media to create shadow. To use focal points appropriately in their work. To use a variety of techniques to interpret the texture of a surface. To develop their artistic style through the careful selection of media and techniques. To decisively choose which drawing skills to use in their creative work. Use a sketchbook to develop ideas

Painting	<ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types Mix and match colours to artefacts and objects Work on different scales Mix secondary colours and shades using different types of paint Create different textures e.g. use of sawdust 	<ul style="list-style-type: none"> Mix a range of secondary colours, shades and tones Experiment with tools and techniques, inc. layering, mixing media, scraping through etc Name different types of paint and their properties Work on a range of scales e.g. large brush on large paper etc Mix and match colours using artefacts and objects. 	<ul style="list-style-type: none"> Mix a variety of colours and know which primary colours make secondary colours Use a developed colour vocabulary Experiment with different effects and textures inc. blocking in colour, washes, thickened paint etc Work confidently on a range of scales e.g. thin brush on small picture etc 	<ul style="list-style-type: none"> Make and match colours with increasing accuracy Use more specific colour language e.g. tint, tone, shade, hue Choose paints and implements appropriately Plan and create different effects and textures with paint according to what they need for the task Show increasing independence and creativity with the painting process. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)
Printing	<ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects 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 Design patterns of increasing complexity and repetition Print using a variety of materials, objects and techniques 	<ul style="list-style-type: none"> Print using a variety of materials, objects and techniques including layering Talk about the processes used to produce a simple print Explore pattern and shape, creating designs for printing Research, create and refine a print using a variety of techniques Resist printing 	<ul style="list-style-type: none"> Explain some techniques, inc' the use of poly-blocks, relief, mono and resist printing Choose the printing method appropriate to task Build up layers and colours/textures Organise their work in terms of pattern, repetition, symmetry or random printing styles Choose inks and overlay colours Describe varied techniques Be confident with printing on paper and fabric and modify work Work relatively independently 			
Textiles/collage	<ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Thread a needle, cut, glue and trim material Stitch, knot and use other manipulative skills Create images from imagination, experience or observation Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc Create textured collages from a variety of media 	<ul style="list-style-type: none"> Use a variety of techniques, inc. printing, dyeing, quilting, weaving, embroidery, paper and plastic trappings and appliqué Name the tools and materials they have used Develop skills in stitching, cutting and joining Experiment with a range of media e.g. overlapping, layering Choose collage or textiles as a means of extending work already achieved Refine and alter ideas and explain choices using an art vocabulary Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements 	<ul style="list-style-type: none"> Join fabrics in different ways, including stitching Use different grades and uses of threads and needles Extend their work within a specified technique Use a range of media to create collage Awareness of the potential of the uses of material Use different techniques, colours and textures etc when designing and making pieces of work To be expressive and analytical to adapt, extend and justify their work 			
Sculpture	<ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping and for a variety of purposes, inc. thumb pots, simple coil pots and models 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 Understand the safety and basic care of materials and tools 	<ul style="list-style-type: none"> Join clay adequately and work reasonably independently Construct a simple clay base for extending and modelling other shapes Cut and join wood safely and effectively Make a simple papier mâché object Make informed choices about the 3D technique chosen Show an understanding of shape, space and form Talk about their work understanding that it has been sculpted, modelled or constructed Use a variety of materials 	<ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction Use recycled, natural and manmade materials to create sculpture Plan a sculpture through drawing and other preparatory work Develop skills in using clay inc. slabs, coils, slips, etc Make a mould and use plaster safely Create sculpture and constructions with increasing independence 			