

Nansledan School Art and Design Progression of Skills

Our Vision and Aims

Art and Design stimulates pupil creativity and imagination. It provides visual, tactile and sensory experiences and a way of understanding and responding to the world. Pupils are encouraged to use colour, pattern, texture, line, tone, shape, form, space and different materials and processes to communicate what they see, feel and think. Through art, craft and design activities they learn to make informed value judgements and aesthetic and practical decisions, becoming actively involved in making images, objects and learning to shape their own environment. They explore, through discussion and the making of art, the ideas and meanings in the work of artists, craftspeople and designers. They learn the part that art, craft and design plays in their own and others' lives and in different times and cultures. This enables pupils to become involved in, enjoy, understand and appreciate the visual arts which enriches their personal lives and enables them to understand the role they play in society.

EYFS statements Expressive Arts and design exploring and using media and materials: <ul style="list-style-type: none"> To safely use and explore a variety of materials, tools and techniques, experiments with colour, design, texture, form and function. Being Imaginative: <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, represent their own ideas, thoughts and feelings through art and design. 		National Curriculum Statements KS1 Pupils should be taught to: <ul style="list-style-type: none"> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		National Curriculum Statements KS2 Pupils should be taught: <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. About great artists and designers in history.
Investigating and Exploring	EYFS	Key Stage 1	Lower KS2	Upper KS2
		Build up resilience to getting things wrong and trying again. Practise and share learning and skills with others. Talk about, describe and draw simple images and artefacts. Use simple drawings and sketches to record ideas, thoughts and feelings.	Continue to build up resilience, making mistakes and suggesting improves to their work. Share learning and skills with others and offer feedback to improve. Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.	Think critically about their work by reviewing and revisiting ideas. Share learning and skills with others and offer feedback using technical vocabulary. Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features - including visits to museums and galleries.

		Talk about and compare the differences and similarities in the work of artists, craft makers and designers from different cultures and historical periods.	Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments. Develop an understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.	Use a wide range of visual techniques and secondary sources of information to support the development of projects. Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they can use this in their own work.
Drawing	<p>Expose children to using different materials to draw using different pencil types colour, lead, crayon, pastel and chalk.</p> <p>Explore large scale outside drawing on playground.</p> <p>Develop and practice different line types, curved, straight, wavy, thick, thin.</p> <p>Make simple representations of objects familiar to them eg. my house, my cat, my family.</p>	<p>Begin to explore techniques such as shading, thick and line lines, patterns and shapes. Use different surfaces to draw on.</p> <p>Explore and discuss a range of mark-making media and techniques, e.g. pencils, chalk, charcoal etc.</p> <p>Use marks and drawn images to describe and express thoughts and feelings.</p> <p>Use a wide range of drawing and mark making tools with increasing precision.</p>	<p>Continue to develop knowledge of drawing by using a variety tools. Introduce new ways of making effect through tone, texture, light and shadow.</p> <p>Observe and record shapes, patterns and textures found in objects.</p> <p>Use drawing as a starting point for work in other media.</p> <p>Show different tones to create light and shadow using different hardness in pencils.</p>	<p>Confident in techniques already learned and use vocabulary learned accurately.</p> <p>Use a variety of techniques to show tone and texture and to add interesting effects i.e. movement, perspective, hatching, cross-hatching, shadows and reflection.</p> <p>Choose a style of drawing suitable for the work (realistic or impressionistic).</p>
Painting	<p>Discuss simple starting points to be able to paint e.g. brush care, aprons and drying rack.</p> <p>Begin to recognise primary colours and explore mixing.</p> <p>Experience 2 different paint types- eg. poster and water colour.</p> <p>Experience adding white to a colour to create tonal shade.</p>	<p>Explore a variety of different brushes to see what happens. Name and recognise primary and secondary colours and experiment with mixing warm and cold colours.</p> <p>Explore a range of painting materials.</p> <p>Experiment with a wide range of tools to make marks, e.g. brushes, rollers, palette knife.</p> <p>Use different kinds of paint to make marks, brushstrokes, shapes and patterns.</p> <p>Explore and discuss what happens when colours are mixed.</p>	<p>Use language of colour accurately when mixing e.g. shade, primary and tint. Begin to experiment with colour for effect and mood.</p> <p>Mix primary colours to make secondary colours.</p> <p>Add white to colours to create tints and black to colours to create tones.</p> <p>Show control in the use of colour and relate to the theory of the colour wheel.</p> <p>Understand that paint is used in different ways for different effects.</p> <p>Use a number of brush techniques to produce texture.</p>	<p>Use inspiration from natural and non-natural works to create a colour palette. More expressive with colour, associating colours with moods.</p> <p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Adopt a systematic approach when mixing and applying colour.</p> <p>Combine colour, tones and tints to enhance the mood of a piece</p> <p>Use brush techniques and the qualities of paint to create texture</p> <p>Develop a personal style of painting, drawing upon ideas from other artists.</p>

3D Modelling	<p>Experiment with a variety of materials in the construction area of the EYFS classroom.</p> <p>Join material using glue.</p> <p>Use rolled up paper, straws card and clay.</p> <p>Use rolling and cutting.</p> <p>Manipulate and use playdough/plasticine.</p> <p>Experiment with 3D junk modelling.</p>	<p>Opportunity to use a variety of materials for sculpting and modelling. Experiment with joining and constructing.</p> <p>Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc.</p> <p>Use a variety of techniques e.g. rolling, cutting, pinching.</p> <p>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc.</p> <p>Use a range of tools to create marks and patterns and talk about the effects made.</p>	<p>Experiment with joining and construction by asking and answering appropriate questions. Adding detail and expression through texture.</p> <p>Work on a larger scale when appropriate.</p> <p>Show control to join and manipulate materials for the purpose intended.</p> <p>Use clay and other mouldable materials.</p> <p>Show a developing understanding of the qualities of the materials used.</p> <p>Include line and texture.</p>	<p>More reliant on their own ideas and knowledge of 3D modelling during the planning and designing process.</p> <p>Make models on a range of scales that communicate observations from the real and natural world.</p> <p>Create pieces that have life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p> <p>Combine visual and tactile qualities to convey feelings, expression or movement.</p> <p>Use frameworks (i.e. wire or moulds) to provide stability and form.</p>
Collage	<p>Use a combination of materials that are cut torn and glued.</p>	<p>Sort and arrange materials.</p> <p>Mix materials to create texture.</p> <p>Select and arrange materials for a striking effect.</p>	<p>Ensure collage work is precise.</p> <p>Use coiling, overlapping and tessellations.</p> <p>Use mosaic and montage.</p>	<p>Use mixed textures to combine visual and tactile qualities.</p> <p>Use ceramic mosaic materials and techniques.</p>
Printing	<p>Use repeating or overlapping shapes.</p> <p>Use objects to create print eg fruit, sponges.</p>	<p>Experiment with shape and pattern, looking at repeated patterns and different materials to make texture.</p> <p>Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.</p> <p>Use an increasing range of everyday objects to create marks and patterns.</p> <p>Use string to create symmetrical string pulled pictures.</p>	<p>Use a variety of printing blocks, e.g. coiled string glued to a block, and explore what effect making their own blocks has on shape and texture.</p> <p>Use printing to illustrate and explore ideas, commenting on what is done.</p> <p>Understand how printing differs from other art processes and how it is used in different cultures.</p> <p>Use layers of two or more colours.</p> <p>Replicate patterns observed in natural or made environments.</p> <p>Make printing blocks i.e. coiled string.</p>	<p>More opportunities to make printing blocks and tiles. Reflect on their choice of colour for prints and develop their accuracy with patterns.</p> <p>Approach work in stages to use simple processes to make more complex designs.</p> <p>Make precise repeating patterns using accurate pattern showing fine detail.</p> <p>Choose the appropriate materials on which to print to suit the purpose.</p> <p>Use a range of visual elements to reflect the purpose of the work.</p>
Textiles	<p>Join materials using glue.</p>	<p>Look and practise a variety of techniques, e.g. weaving, dyeing and plaiting. Explore which textiles are best to use and produce</p>	<p>Develop their weaving and colouring fabric skills further. Introduced to the skill of stitching.</p>	<p>Develop their weaving, overlapping and layering techniques further. Experiment</p>

		<p>the best result. Explore decorating and embellishing their textiles to add detail, colour and effect.</p> <p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p> <p>Talk about a range of textiles and materials e.g. plain patterned, textured etc. using appropriate vocabulary.</p> <p>Use a range of every day fabrics and materials to create pictures.</p> <p>Use a range of materials to create large-scale models, weavings and collage.</p>	<p>Use and talk about natural and man-made materials.</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use a range of materials to create pictures and collage.</p> <p>Create a simple repeating pattern, e.g. over, under, over, under.</p> <p>Make a simple loom (card) and use different materials to produce a range of weft threads.</p> <p>Apply one material to the surface of another material (appliqué). Explore simple sewing stitches.</p>	<p>with a range of fabrics including non-traditional fabrics.</p> <p>Create a simple paper pattern including accurate measurements and a seam allowance.</p> <p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc.</p> <p>Use a range of sewing stitches.</p> <p>Create a range of weft patterns on a range of different sized looms.</p> <p>Use quilting, wire, padding and appliqué to support 3D projects.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>
'Being an Artist'	<p>Describe their work.</p> <p>Use ideas from the artist/designer to create own work.</p>	<p>Learn from the works of famous artists, studying their techniques and processes. Exposed to a range of different artists through history.</p> <p>Reflect and refine own work.</p> <p>Begin to comment on the work of others drawing on art vocabulary.</p> <p>Begin to explore simple techniques used by artists and makers.</p> <p>Work creatively drawing on inspiration from encounters other artists.</p>	<p>Continue to study the works of famous artists. Opportunity to offer opinion and to compare and contrast artists. Exposed to a range of different artists through history, studying their techniques and processes.</p> <p>Suggest ways to improve own work.</p> <p>Comment on the work of notable artists, artisans and designers using visual language.</p> <p>Replicate some of the techniques used by artists, artisans and designers.</p> <p>Create original pieces that are influenced by studies of others.</p>	<p>Continue to learn from and expand their knowledge by looking at a range of famous artists. To comment on the work of famous artists and name their pieces of work.</p> <p>Consider works of art by relating them to the context in which the work was made.</p> <p>Discuss own work and that of others with a fluent grasp of visual language. Relate this to purpose and meaning.</p> <p>Give details about the style of some notable artists, artisans and designers. Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces which show a range of influences and styles.</p>