



# St. Matthew's Primary School

## Art and Design: Progression of Skills

### Intent

At St Matthew's we believe that art, craft and design embody some of the highest forms of human creativity. Our Art curriculum provides our pupils with the opportunity to develop a range of skills and experiences through the explicit teaching of skills and cross curricular opportunities such as visual literacy stimuli, the sketching of historical artefacts and geographical features and the use of art to express themselves to support their emotional, mental and social development. Children are introduced to the work of great and notable artists, designer and craft makers to help develop knowledge and vocabulary linked to skills. Our children are encouraged to take risks in their work and reflect on what worked and what didn't in a safe creative environment

### Implement

At St. Matthew's we ensure that our pupils are given the opportunity to develop a range of skills progressing year on year. This is done through: the teaching of four units per year where our children are taught skills explicitly, alongside further opportunities woven through our creative curriculum; high expectations; quality planning; a progression of skills; trips and visiting experts who will enhance the learning experience and monitoring by the subject leader.

### Impact

Our children become proficient in the use of a range of techniques and are inspired to express themselves through a range of mediums. The children are provided with the opportunity to celebrate their successes and their peers'.

Please use this as a reference point when planning and teaching units of work, drawing on later or earlier skills to support and extend children. The use of ICT and sketch books, the study of artists, craft makers and designers along with an understanding of safety and basic care of materials and tools should be an integral part of all our work in Art and Design.

April 2020; F. Garner

**Appraise**

**Practise**

**Piece**

**Evaluate**



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Woven throughout the Art and Design curriculum is the appraisal of other artists and the exploration and development of ideas in sketchbooks

<b>Knowledge – work of other artists/art appraisal</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To understand the work of a range of artists, craft makers and designers,</p> <p>Compare the work of different artists describing the similarities and differences between different practices and disciplines, and making links to their work.</p> <p>Explore work from other countries</p> <p>Consider artists use of colour and application of it (Pollock, Monet, Chagall)</p>		<p>Explore and explain work from different cultures and time periods</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling</p> <p>Begin to understand what the artist is trying to express in their work</p> <p>Experiment with different styles which artists have used</p> <p>Learn about the work of others by researching on the internet, visiting galleries and other sources of information.</p>		<p>Experiment with different styles that artists have used</p> <p>talk about the work of others by researching using a variety of sources</p> <p>Say what/who their work is influenced by</p> <p>Make a record about the styles and qualities of their work</p> <p>Interpret stories, music, poems and use environment and townscape as stimuli</p>	

<b>Exploring and developing ideas - Sketchbooks</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>start to collect items and sketches</p>	<p>collect items, drawings and sketches</p> <p>Experiment with different techniques</p>	<p>Use Sketchbooks to express feelings about a subject and describe likes and dislikes</p> <p>Experiment with different techniques</p> <p>Suggest improvements to their work by keeping notes in their sketchbooks.</p>	<p>Make notes in sketchbook about the purpose of their work</p> <p>Use sketchbooks to compare and discuss ideas with others</p> <p>Independently selects materials and techniques to use to create a specific outcome</p>	<p>Keep notes in sketchbooks as to how to develop work further</p> <p>Use sketchbook to write detailed notes and quotes explaining techniques/items</p> <p>Combine graphics and text-based research (magazines/newspapers) to influence layout of sketch books</p> <p>Adapt and refine work to reflect its meaning and purpose keeping notes and annotations</p>	



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Drawing – pencil, coloured pencil, wax, pastel, chalk, ink, various pens, charcoal, graphite, graphics						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>All - begin to use a variety of drawing tools e.g. fingers, sticks, pencils, coloured pencils, pastels, chalk</p> <p>R – Use drawings to tell a story from retelling or imagination</p> <p>N – Investigate different lines – thick, thin, wavy, straight</p> <p>All – Explore different textures and experiment with mark making to illustrate these</p> <p>All – Encourage accurate drawing of people that includes all visual parts of body (head, hands, fingers in correct locations)</p>	<p>Extend the variety of drawing tools to include charcoal and felt tips</p> <p>Explore different textures and experiment with mark making – building on previous experience</p> <p>Observe and draw landscapes as accurately as possible, beginnings of proportion (where is the sky)</p> <p>Observe patterns in the natural and man-made world. Sketch objects both man-made and natural.</p> <p>Ensure sensitivity and visual awareness.</p> <p>Observe anatomy – encourage accurate drawing of people.</p>	<p>Continue as Y1 – experimenting with tools and surfaces</p> <p>continue to draw as a way of recording experiences and feelings.</p> <p>Look at drawings and comment thoughtfully, begin to discuss use of shadows. Explore the meaning of light and dark</p> <p>Work out ideas through drawing</p> <p>Use a viewfinder to focus on a specific part of an artefact or drawing before starting own drawing.</p>	<p>As Y2, plus...</p> <p>Experiment with the potential of various pencils (4B, 3B, 2B, B, HB, F, H and 2H) to show tone and texture</p> <p>Use marks and lines to produce texture</p> <p>Encourage close observation of objects both the natural and man-made world</p> <p>Observe and draw simple shapes</p> <p>Draw both the positive and negative shapes i.e. draw both the outline and shapes created within an object.</p> <p>Invent new lines</p> <p>Make initial sketches in preparation for painting and other final work</p> <p>Encouraged more accurate drawings of people – particularly faces and facial features (expression)</p>	<p>As Y3, plus...</p> <p>identify and draw the effect of light on a surface, objects and people (shadow)</p> <p>Introduce concept of perspective. Begin to use simple perspective, using a simple focal point</p> <p>develop concept of scale and proportion</p> <p>Encourage more accurate drawings of whole people, building on previous learning to include proportion, placement and shape of facial features, facial expression and body language.</p> <p>Write explanations of their sketches in notes</p> <p>Explore the use of computer-generated drawings</p>	<p>Use view finders as Y2, and building on skills previously learnt...</p> <p>look at the effect of light on an object from different directions</p> <p>organise line, tone, shape and colour to represent figures and forms of movement</p> <p>show reflection</p> <p>use shading to create mood and feeling</p> <p>use a variety of techniques to interpret the texture of a surface</p> <p>produce increasingly accurate drawings of people</p> <p>Produce increasingly detailed preparatory sketches for painting and other work</p> <p>Work on a variety of scales and collaboratively</p> <p>Y6 – explain why I have chosen to use specific tools and drawing techniques in my work.</p>	



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<b>Painting – brushes of varying thickness, twigs, sponges, acrylic, ready mixed, watercolour, brusho, block, spray</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>ALL: Use sketchbook to inform, plan and develop ideas.</b> Use language appropriate to skill						
<p>All: Begin to use a variety of painting tools e.g. finger, stick, paintbrush, sponge</p> <p>All: experiencing and using primary colours predominately – to ensure they know their names</p> <p>All: Explore colour and how colour can be changed. Mix colours</p>	<p>Explore different textures and experiment with mark making – building on previous experience</p> <p>Begin to introduce mixing colours to make new colours</p> <p>continue to explore applying paint with a range of tools for enjoyment</p>	<p>Use thick and thin brushes</p> <p>Make as many tones of one colour as possible using primary colours and white</p> <p>Mix own brown</p> <p>Darken colours without using black</p> <p>Mix colours to match those of the natural world – colours that might have a less defined name</p>	<p>Build on all previous experiences</p> <p>Extend exploring colour mixing to applying that to work.</p> <p>Make colour wheels to show primary and secondary colours</p> <p>Introduce different types of brushes for specific purposes</p> <p>Begin to apply colour using dotting, scratching, splashing to imitate an artist</p> <p>Pointillism – control over coloured dots so tone and shading is evident (Seurat) – linked to printing also.</p>	<p>Build on all previous experiences</p> <p>Make colours shown on a commercial colour chart</p> <p>Mix and match colours to those in a work of art</p> <p>Work with one colour against a variety of backgrounds</p> <p>Advise and question suitable equipment for the task e.g. size of paint brush and paper needed</p> <p>Look at various artists creation of pattern and discuss effect (Matisse, Escher, Aboriginal art)</p> <p>Use colour to reflect mood (Matisse)</p>	<p>Build on all previous experiences</p> <p>Show an awareness of how paintings are created.</p> <p>Create textured paint (link to texture unit) with sawdust, glue, shavings, sand, plaster and on different surfaces</p> <p>Explore the texture of paint – very wet and thin or thick and heavy – add PVA to the paint</p> <p>Encourage individual identification of suitable equipment for a particular purpose e.g. size of paint brush needed.</p>	



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<b>Collage</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1		LKS2		UKS2	
<b>ALL: Use sketchbook to inform, plan and develop ideas.</b> Use language appropriate to skill						
<p>All: simple collages using paper, pasta, beans and large tactile things</p> <p>All: Selects, sorts, tears and glues items down.</p> <p>All: Fold, crumple, tear and overlaps paper</p>	<p>Builds on skills of using various materials to make collages – using some smaller items</p> <p>Use texture to provide information – e.g. manmade/natural, or a journey of where they have been etc.</p> <p>Sort according to specific qualities e.g. warm, cold, shiny, smooth etc.</p>	<p>Build on Y1 experiences</p> <p>Develop skills of overlapping and overlaying to create effects</p> <p>Use various collage materials to make a picture</p> <p>Use different kinds of materials to make collages and explain why they have chosen them</p> <p>Use beads, feathers and buttons</p>	<p>Build on all previous experiences</p> <p>Develop awareness of the nature of materials and surfaces</p> <p>Overlap materials</p> <p>Use mosaics (Gaudi)</p> <p>Use Montage</p> <p>Create pop up</p>	<p>Build on all previous experiences</p> <p>Start to place more emphasis on observation and design of textural art</p> <p>Use initial sketches to aid work</p> <p>Continue experimenting with creating mood, feeling, movement and areas of interest.</p> <p>[Link to Maths – tessellation, shape, lines]</p>	<p>Build on all previous experiences</p> <p>Select and use materials to achieve a specific outcome</p> <p>Add collage to a painted, printed or drawn background</p>	<p>Build on all previous experiences</p> <p>Applies knowledge of different techniques to express feelings</p> <p>Use found and constructed materials</p> <p>Work collaboratively on larger scale</p> <p>Justify the materials chosen</p> <p>Create images from a variety of media e.g. photocopied material, fabric, crepe paper, magazines</p>



<b>Textile -</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1		LKS2		UKS2	
<b>ALL: Use sketchbook to inform, plan and develop ideas.</b> Use language appropriate to skill						
	<p>Simple paper and/ or weaving using card loom</p> <p>add objects to weave with</p> <p>add objects wo the weaving buttons, twigs, dried flowers</p> <p>Explore colour in weaving</p> <p>Discuss how textiles create things – clothing, toys, decoration</p> <p>Cut and shape fabric using scissors</p>	<p>Use large eyed needles, different thicknesses of thread and different sized running stitches</p> <p>Simple applique work attaching material shapes to fabric with running stitches</p> <p>Start to explore other simple stitches cross stitch, backstitch, overlap stitch</p>	<p><b>Build on previous experiences</b></p> <p>Use smaller eyed needles and finer threads</p> <p>Use colour to express idea in weaving – season, mood, or create a picture</p> <p>consider methods in making fabric</p> <p>cut accurately</p> <p>Artists: Linda Caverley, Ellen Jackson, Alison King, William morris</p>	<p><b>Build on previous experiences</b></p> <p>Use a wider variety of stitches to ‘draw’ with and develop pattern and texture e.g. zig zag stitch, chain stitch, seeding</p> <p>Use sewing to add detail to a piece of work</p> <p>Look at fabrics from another country. Compare and discuss with own.</p> <p>Discuss different types of fabric</p> <p>Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting</p>	<p><b>Build on previous experiences</b></p> <p>Embellish work using a variety of techniques, including drawing, painting, applique, weaving. Layering and printing on top of textural work.</p> <p>Tie dying, batik, - ways of colouring or patterning materials</p> <p>look at works of other artists using textiles: Linda Caverley, Ellen Jackson, Alison King, William Morris</p>	



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Printing – fingers, hands, vegetables, card, wood, string, lino, clay polystyrene						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1		LKS2		UKS2	
<b>ALL: Use sketchbook to inform, plan and develop ideas. Record ideas of textures and patterns.</b> Use language appropriate to skill						
<p>All: Rubbings showing a range of textures and patterns</p> <p>All: Take print from object: leaf, hand, onion, feet, junk, bark, modelling clay</p> <p>All: Produce simple pictures by printing objects</p> <p>All: Imprint onto a range of textures – newspapers, coloured paper, plain paper, into clay and dough etc.</p> <p>R: Able to work from Imagination and observation</p> <p>R: Print with block colours</p>	<p>Create patterns and pictures by printing from objects using more than one colour (Klee)</p> <p>Develop impressed images with some added pencil or decorative details e.g. leaf rubbings</p> <p>relief printing – string, card etc.</p>	<p>Use print making as a way of drawing images</p> <p>Create order, symmetry and irregularity</p> <p>Extend repeating patterns – overlapping, using two contrasting colours etc.</p> <p>Create prints of a going range of objects including manmade and natural printing tools</p> <p>Identify the different forms you might see printing (context): Wallpaper, books, packaging, fabrics</p> <p>Talk simply about own work and that of other artists (Warhol, Hokusai etc.)</p>	<p>Use equipment and media with growing confidence</p> <p>Make a printing block.</p> <p>Use relief and impressed printing processes (Collagraph)</p> <p>Make a two-colour print</p> <p>Explore images through mono-printing on a variety of papers</p> <p>Explore colour mixing through overlapping colour prints deliberately.</p> <p>Use the environment and other sources to make own patterns, printings and rubbings.</p> <p>Discuss own work and that of other artists (Packaging, Hiroshige, William Morris, Escher etc)</p>	<p>Print using 4 colours</p> <p>Print on different materials</p> <p>Interpret environmental and manmade patterns and forms</p> <p>discuss the nature of effects able to modify and adapt in print as work in progress</p> <p>Explore images and recreate texture through deliberate selection of materials wallpaper, string, polystyrene etc.</p>	<p>Use combining prints taken from different objects to produce an end piece</p> <p>Produce pictorial and patterned prints</p> <p>design prints for purpose: fabrics, books, wall paper</p> <p>Make connections between own work and patterns in their local environment.</p> <p>Discuss and evaluate work and that of others (Packaging, Hiroshige, William Morris, Escher etc)</p> <p>explore screen printing</p> <p>Builds up drawing and images using various techniques e.g. card, relief.</p> <p>Recreates a scene remembered, observed or imagined through collage printing</p> <p>Look carefully at the methods I use and make decisions about the effectiveness of their printing method.</p>	



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<b>Sculpture – 3D art, clay, rigid and malleable materials</b>						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	KS1		LKS2		UKS2	
<b>ALL: Use sketchbook to inform, plan and develop ideas.</b> Use language appropriate to skill						
<p>All: Handling, manipulating and enjoying using materials</p> <p>All: Constructing and building from simple objects</p> <p>All: Pulls apart and reconstructs</p> <p>All: Simple language created through discussion of feels, size, look, smell etc</p> <p>R – Able to shape and model from observation and imagination</p> <p>R – Impress and apply simple decorations</p>	<p>Use both hands and tools to build</p> <p>Construct to represent personal ideas</p> <p>Construct from junk materials</p> <p>carve into media using tools</p> <p>pinch and roll coils and slabs using a modelling media</p> <p>Make simple joins by manipulating modelling materials or pasting carefully</p> <p>discussion of weight and texture</p>	<p>Awareness of natural and hand made forms and environments</p> <p>Expression of personal experiences and ideas in work</p> <p>Also able to shape and form from direct observation</p> <p>Use a range of decorative techniques; applied, impressed, painted etc</p> <p>Use a range of tools for mark making</p> <p>Replicate patterns and textures in a 3D form</p> <p>Begin to make simple thoughts about own work and that of other sculptors (Moore, African, Native American, Goldsworthy)</p>	<p>Use equipment and media with increasing confidence</p> <p>Shape, form, model and construct from observation and/or imagination with increasing confidence</p> <p>Plan and develop ideas in sketchbook and make simple choices and media</p> <p>Have an understanding of different adhesives and methods of construction</p> <p>Begin to have some thoughts towards size</p> <p>Simple discussion about aesthetics</p>	<p>Plan and develop ideas in sketchbook and make information choices about the media</p> <p>Explore surface patterns/textures</p> <p>Work safely, to organise working area and clear away</p> <p>Sculpt clay and other mouldable materials</p> <p>Investigate, analyse and interpret natural and manmade forms of construction.</p> <p>Discuss own work and work of other sculptors with comparisons made (Hepworth, Arp, Nevelson, Gabo, Henry Moore)</p>	<p>Shape, form, model and join with confidence</p> <p>Produce more intricate patterns and textures</p> <p>Make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>Developing skills in using clay including slabs, coils and slips</p> <p>Discuss and evaluate own work and that of other sculptors in detail (Goldsworthy, Henry Moore, Calder, Segal, Leach, recycled sculptures from Africa and India, Giacometti etc)</p>	





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Use of ICT – Camera, iPad, photobooth, Dazzle, graphic design, green screen						
FS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All: take digital photos  All: Use a drawing package e.g. dazzle – experiment with shape, lines and tools	Take digital photos  Use 'Photobooth' type apps on the tablets to take and alter photos	As previous years +  Use the web to research an artist or style of art	As previous years +  Use the printed images taken with a digital camera and combine with other media to produce art work	As previous years +  Present a collection of work on a slideshow.  Explore the use of digital art and graphic design.	As previous years +  Combine graphics and text based on research  Scan images and take photos to use software to alter them, adapt them and create work with meaning.  Create digital images with animation, video and sound to communicate ideas	



## Other - Techniques

<b>Colour</b>						
FS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Learn the names of different tools that bring colour, glue, pastels, felt tips, crayons and paint</p> <p>Use a range of tools to make coloured marks on paper – glue sticks, sponges, brushes, fingers</p>	<p>Ensure they know the names of colours</p> <p>Find collections of colour – different sorts of green, blue, purple etc.</p> <p>Use evaluative language – light/dark</p>	<p>Begin to describe colours by objects – ‘raspberry pink’ or ‘sunshine yellow’</p> <p>Experience using colour on a large scale, A3/A2 or playground.</p>	<p>Observe colours on hands and faces – mix flesh colours</p>		<p>Considering colours for purposes</p> <p>Use colour to express moods and feelings</p> <p>Controlling and experimenting particularly qualities of tones, shades, hue and mood</p>	
<b>Pattern</b>						
FS	Y1	Y2	Y3	Y4	Y5	Y6
	<p>awareness and discussion of patterns around them – pattern hunt</p> <p>Experiment creating repeated patterns on paper using drawing of own design</p> <p>[Pattern - Linked to maths]</p>	<p>Experiment by re-arranging, folding, repeating, overlapping, regular and irregular patterning</p> <p>Look at natural and manmade patterns and discuss</p> <p>Discuss regular and irregular – what does it mean?</p>	<p>Search for pattern around us in the world, pictures, objects</p> <p>use sketchbooks to design own motif to repeat</p> <p>make patterns on a range of surfaces in clay, dough, on fabric, paper, chalk, on playground</p> <p>[Link to maths – symmetry]</p> <p>consider different types of mark making to make patterns</p>		<p>Organise own patterns</p> <p>Use shape to create patterns</p> <p>create own abstract pattern</p> <p>Patterns reflect personal experiences and expression</p>	