

Skills Progression for Art & Design 2019

Loders CE Primary Academy

Strand		Stage One	Stage Two	Stage Three	Stage Four	Stage Five	Stage Six	Stage Seven
Investigating and Exploring	Use the senses to explore a range of materials and media	Talk about, describe and draw simple images and artefacts.	Make drawings in a sketchbook of artefacts and images adding notes where appropriate.	Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.	Make drawings in a sketchbook and record observations of a range of artefacts and images studied annotating work and commenting on distinctive features.	Use a wide range of visual techniques and secondary sources of information to support the development of projects.	Use and combine the visual elements (colour, tone, line, shape, form, texture, pattern) to record observations and to express and communicate ideas and feelings.	
	Use marks and pictures to express thoughts and feelings.	Use simple drawings and sketches to record ideas, thoughts and feelings.	Explore and respond to direct sensory experiences, memory and imagination.	Explore and respond to direct sensory experiences, and to memory and imagination, natural and made environments.	Collect, examine, select and use resource materials to inform thinking and contribute to the development of ideas.	Annotate ideas and images collected including visits to museums and galleries, explain how they will inform own ideas.	Make informed and critical comments about own and other peoples' work.	
Drawing	Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.	Talk about a range of mark-making media, e.g. pencils, chalk, charcoal etc.	Talk about the drawing tools and techniques used to share ideas.	Talk about the visual and tactile qualities of drawing and painting media.	Use an increasing range of visual and tactile techniques for example lines and marks e.g. direct, meandering, accidental and intentional.	Identify how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas, and how they will use this in their own work.	Use and combine a variety of drawing and graphic materials, tools and processes, working on a range of scales, e.g. pens, pencils, charcoal, pastels, inks, computer packages.	
	Make marks using a wide range of media, e.g. pencils, chalk, charcoal etc.	Use marks and pictures to describe thoughts and feelings.	Use a wide range of different lines, e.g. thin, bold, feint, wavy, broken etc.	Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.	Make images appear further away by making them smaller and making parallel lines appear to converge as they get further away from the viewer.	Use simple photographic techniques for recording and creating work.	Combine a range of effects to support multi-media projects.	
Painting	Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc	Talk about a range of painting materials, e.g. ready mix, powder, poster, water colours	Use an increasing range of paints to create different textures.	Use a range of tools to apply paint, and create pattern.	Mix paint and other materials to create detailed patterns and textures.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.	
	Use everyday objects to make marks in paint, e.g. cotton reels, sticks, wheels on cars etc	Use a wide range of tools to make marks, e.g. brushes, rollers, palette knife.	Use an increasing range of painting tools and simple techniques.	Combine paint and other materials effectively to create detail and texture.	Use a wide range of painting techniques to create different effects.	Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.	Use simple photographic techniques for recording and creating work.	
3D Modelling	Use the senses to explore a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc	Talk about a range of modelling materials, e.g. salt dough, play dough, junk modelling materials etc	Use an increasing range of painting tools and simple techniques.	Use a range of tools to apply paint, and create pattern.	Mix paint and other materials to create detailed patterns and textures.	Select and apply a wide range of appropriate painting techniques, giving reasons for choices.	Use and combine a variety of painting and graphic materials, tools and processes, working on a range of scales, e.g. brushes, inks, paints, computer packages.	
	Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, wheels on cars etc	Use different kinds of paint to make marks, shapes and patterns.	Identify the primary colours needed to mix all secondary colours.	Combine paint and other materials effectively to create detail and texture.	Use a wide range of painting techniques to create different effects.	Use paint to represent objects in different ways, e.g. to show light that comes from more than one source etc.	Use simple photographic techniques for recording and creating work.	
Printing	Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.	Talk about a range of printing materials and tools, e.g. found objects, potato prints etc.	Talk about and explore a range of modelling materials.	Create a 3D model using a range of modelling materials.	Create free-standing 3D models using different materials.	Create increasingly complex 3D forms using a wide range of materials.	Use a variety of natural and man-made materials to create reliefs and sculptures, constructing and modelling with wood, plastics, wire and clay.	
	Use everyday objects to make marks, e.g. cotton reels, sticks, wheels on cars etc	Use an increasing range of print-making techniques to create marks and patterns.	Shape and join clay to make a thumb pot using slip and impress prints.	Roll and shape clay to produce a coil pot and relief tiles.	Shape and form clay to produce a slab pot or container based on a basic 3D shape.	Use a wide range of techniques to join, combine and shape clay.	Manipulate and decorate clay using a variety of techniques, e.g. coiling, modelling, carving, impressing, use of glazes.	
Printing	Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.	Talk about a range of printing materials and tools, e.g. found objects, potato prints etc.	Talk about and recreate patterns in the environment.	Compare and recreate shapes and patterns in nature and the environment.	Create and use shapes and patterns in nature, the environment and different cultures and times.	Use and incorporate shapes and patterns in nature, the environment and different cultures and times.	Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods.	
	Use everyday objects to make marks, e.g. cotton reels, sticks, wheels on cars etc	Use an increasing range of everyday objects to create marks and patterns.	Recreate prints and patterns based on the surface of natural and man-made objects.	Recreate detailed prints and patterns based on the surface of natural and manmade objects.	Talk about geometric, symmetrical and asymmetrical patterns.	Talk about and evaluate a wide range of complex patterns, e.g. the work of Escher.	Use a variety of printing techniques and methods, e.g. mono/block printing techniques and various screen printing methods.	

<p>Textiles</p>	<p>Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.</p> <p>Use a range of every day fabrics and materials to create pictures.</p>	<p>Talk about a range of textiles and materials e.g. plain patterned, textured etc.</p> <p>Plan and create multi-media pictures and collages.</p> <p>Use a range of materials to create largescale models, weavings and collage.</p> <p>Create simple symmetrical patterns.</p> <p>Use a bobbin to create a simple wool chain.</p>	<p>Use and talk about natural and manmade materials.</p> <p>Draw a simple picture to represent a plan.</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>Use a card loom.</p>	<p>Apply one material to the surface of another a material (appliqué).</p> <p>Create a simple design and transfer the main shapes to a paper pattern.</p> <p>Use running stitch.</p> <p>Talk about the work of important crafts and design people.</p> <p>Make a simple loom and use different materials to produce a range of weft threads.</p>	<p>Use an increasing range of decorative techniques, e.g. fabric paints and dye, folds, pleats, beads etc.</p> <p>Create a simple paper pattern including a seam allowance.</p> <p>Use overstitch and cross stitch.</p> <p>Talk about and recreate the techniques of important crafts and design people throughout history.</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 a simple paper pattern including accurate measurements.</p> <p>Use blanket stitch, herringbone and embroidery.</p> <p>Recreate and use the techniques of important crafts people throughout history.</p> <p>Create and use a wide range of materials, techniques and patterns to create a large-scale weaving project.</p>	<p>Work with textiles using a variety of materials, tools and techniques, e.g. painting, dyeing, weaving, felting, stitching, quilting, applique and collage</p>
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