



Technique and materials	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Drawing</b>  Pencil, charcoal, inks, chalk, pastels, ICT software  <i>Suggested Artists: Leonardo Da Vinci, Vincent Van Gogh, Poonac</i>	Begins to use a variety of drawing tools  Experiments with marks  uses lines to represent shapes and objects  represents experiences and feelings through drawing	-Extend variety of drawing tools  -use lines to represent objects and things seen, remembered or observed  -use sketchbook to make observational drawings—faces, limbs, landscapes  -investigate tone—light and dark	Experiment with visual elements; line, <b>texture, tone, shape, pattern</b>  Use a sketchbook to make observational drawings (including landscapes and faces) and to try out ideas  <b>Explore use of shadows (light/dark)</b>	-Experiment with sketching pencils Experiment with visual elements; line, texture, tone, shape, pattern.  Develop close observation skills Create accurate drawings of faces in proportion  Use sketchbook to collect and record visual information from different sources and try out ideas Initial sketches to be used as a preparation for painting	Continue to experiment with visual elements; line, texture, tone, shape, pattern  Create accurate drawings of the human body (proportion) <b>Develop scale and proportion</b>  Use sketchbook to collect and record visual information from different sources and try out ideas.  <b>-Develop awareness of composition; fore/middle and backgrounds</b>  <b>Identify and draw the effect of light</b>	Use angled lines to give a sense of depth (perspective)  Interpret the texture of a surface  Use sketchbook to develop ideas.  Produce increasingly accurate drawings of people  Explore effect of light on objects from different directions	Develop concept of perspective  <b>Develop texture</b>  Develop ideas in sketchbooks  <b>Develop drawing of movement</b>  Explore effect of light from different angles



<b>Painting and colour</b>  Painting, inks, dyes, textiles, pencils, crayon, pastels  <i>Suggested Artists: Pollock, Monet, Chagall, Ben Moseley, Van Gogh</i>	- learn the names of different colours  - explores colour and how it can be changed  - Chooses colour for a purpose  - Use a range of tools to make coloured marks on paper  - represents experiences and feelings through painting	Use thick and thin brushes  apply colour with a range of tools—straws, matchsticks, different brushes, sponges ect.  Know the names of primary and secondary colours.  Mix primary colours to make secondary  Create colour wheels  Mix primary colours to make secondary  Create colour wheels	Use thick and thin brushes  Mix primary colours to make secondary  Add white to colours to make tints and black to colours to make tones  Create colour wheels  Experiment with adding water to make washes.	Use varied brush techniques to produce shapes, patterns and lines.  Mix colours effectively  Mix a variety of colours, tints and shades and use a developed colour vocabulary  Use watercolour to produce washes for backgrounds then add detail	Use varied brush techniques to produce shapes, textures, patterns and lines.  Make and match colours with increasing accuracy.  Use more specific colour language.  Use watercolour to produce washes for backgrounds then add detail  Experiment with creating mood and colour  Show an awareness of composition in paintings.	Sketch before painting to combine line and colour  Combine colours to enhance mood of a piece  Use brush techniques to create texture  Create a colour palette based upon colours observed in the natural or build world  Develop a personal style of painting, drawing upon ideas from other artists.	Sketch before painting to combine line and colour  Combine colours, tone and tints to enhance the mood of a piece  Use brush techniques and the qualities of watercolour and acrylic paints to create visually interesting pieces
<b>3D work</b>  clay, dough, modelling, wire, paper, sculpture, model, rock	- using tools for a purpose  - joining construction pieces together  - Selects tools and techniques needed to shape,	-construct  - use materials to make known objects  - carve, pinch, roll coils and slabs using clay and	Replicate lines, patterns and textures from other sculptors  Use rolling, cutting, moulding, carving	Shape, form, model and construct (malleable and rigid materials)  Plan and develop understanding of different	Create and combine shapes to create recognisable forms  Include texture that conveys feelings, expression or movement	Show life-like qualities and real-life proportions  Use sketchbooks to plan and develop ideas to shape, form, model and join	Use sketchbooks to plan and develop ideas to shape, form, model and join  Use frameworks



## Progression of Skills &amp; Knowledge 2020

<p><i>Suggested Artists: Henry Moore, Barbara Hepworth, Andy Goldsworthy</i></p>	<p>assemble and join materials</p>	<p>other modelling materials</p> <ul style="list-style-type: none"> <li>- Make simple joins</li> <li>- Express personal experiences and ideas</li> </ul>	<p>Awareness of natural and man-made forms</p> <p>Express personal experiences and ideas</p>	<p>adhesives and methods of construction</p> <p>- Add materials to provide detail</p>	<p>Use clay and other mouldable materials</p> <p>Learn how to join and blend coils (e.g. make coil pots)</p> <p>- Discuss own work and work of other sculptors</p>	<p>Use tools to carve and add shapes, textures and patterns</p> <p>Discuss and evaluate own work and that of other sculptors</p>	<p>(such as wire or moulds) to provide stability and form.</p> <p>Develop skills in cutting and joining wire.</p> <p>Add modroc and/or wire mesh to create sculptures.</p> <p>Discuss and evaluate own work and that of other sculptors</p>
<p><b>Textiles and texture</b></p> <p>Textiles, exploring different textures, collage</p> <p><i>Suggested Artists:</i></p>	<ul style="list-style-type: none"> <li>- Experiments to create different textures</li> <li>- Manipulates materials to achieve a planned effect</li> <li>- Experiments with different media to create new effects</li> </ul>	<ul style="list-style-type: none"> <li>- experiment to create different textures (e.g. by mixing materials)</li> <li>- explore and describe found textures</li> <li>- weaving</li> <li>- sort collage and other materials according to</li> </ul>	<p>Use large eyed needles – running stitches</p> <p>Start to explore other simple stitches</p> <p>Use a combination of materials that are cut, torn and glued</p>	<p>Select and arrange materials for a striking effect</p> <p>Ensure work is precise</p> <p>Use coiling, overlapping, tessellation, mosaic and montage</p>	<p>Use a wider variety of stitches</p> <p>observation and design of textural art experimenting with creating mood, feeling, movement- compare different fabrics</p>	<p>Mix textures (rough/smooth, plain/patterned)</p> <p>Combine visual and tactile qualities</p> <p>use stories, music, poems as stimuli</p> <p>artists using textiles</p>	<p>Apply knowledge of different techniques to express feelings</p> <p>Work collaboratively on a larger scale</p>



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## Progression of Skills &amp; Knowledge 2020

Linda Caverley, Molly Williams, William Morris, Gustav Klimt, Giuseppe Archimboldo		-create collages	Sort and arrange materials  Mix materials to create texture	-Use smaller eyed needles and finer threads  weaving  Tie dying, batik			
<b>Printing</b>  found materials, fruit, veg, wood blocks, pressprint, lino, string printing  Suggested Artists: Picasso, Dan Mather, Andy Warhol	-Experiment with taking rubbings  -Explore printing using hands and feet  -Print with a variety of objects	-Relief printing  Develop impressed images  Use repeating/ overlapping shapes  Mimic print  Use objects to create prints  Press, roll, rub and stamp to make prints	Print with a growing range of objects  Identify the different forms printing takes  monoprinting	relief and impressed printing recording textures/patterns  Make printing blocks  colour mixing through overlapping colour prints	Use layers of 2 or more colours  Make precise repeating patterns  Use sketchbook for recording textures/patterns  Interpret environmental and manmade patterns  modify and adapt print	Build up layers of colours  Create an accurate pattern, showing fine detail  combining prints  design prints  -discuss and evaluate own work and that of others	Builds up drawings and images of whole or parts of items using various techniques  Screenprinting  Explore printing techniques used by various artists
<b>Pattern</b> paint, pencil, textiles, clay, printing.	Simple symmetry  Repeating patterns	-symmetry  -repeating patterns	- Experiment by arranging, folding, repeating, overlapping,	pattern in the environment  use ICT to create patterns	- Explore environmental and manmade patterns  -Create tessellations	- Create own abstract pattern to reflect personal experiences and expression	- Create own abstract pattern to reflect personal experiences



Suggested Artists: Joan Miro, Bridget Riley, Escher, Paul Klee	- Irregular painting patterns	- awareness and discussion of patterns	regular and irregular patterns  - Explore natural and manmade patterns  - Discuss regular and irregular	- create patterns on a range of surfaces  - symmetry		- create patterns for purposes	and expression  - create patterns for purposes
<b>Inspiration from artists:</b>	<p>Inspiration from classic and modern artists:</p> <ul style="list-style-type: none"> <li>Describe the work of notable artists</li> <li>Use ideas from artists to create pieces</li> </ul> <p>Key questions: What things can you see in the painting/drawing? What colours can you see? What shapes has the artist used?</p>	<p>Inspiration from classic and modern artists:</p> <ul style="list-style-type: none"> <li>Describe the work of notable artists</li> <li>Use ideas from artists to create pieces</li> </ul> <p>Key questions: What things can you see in the painting/drawing? What colours can you see? What shapes has the artist used?</p>	<p>Inspiration from classic and modern artists:</p> <ul style="list-style-type: none"> <li>Describe the work of notable artists</li> <li>Use ideas from artists to create pieces</li> </ul> <p>Key questions: What colours has the artist used most? What other colours can you see? How are the shapes arranged? Does it represent something real or imaginary?</p>	<p>Inspiration from classic artists:</p> <ul style="list-style-type: none"> <li>Replicate some techniques used by artists/designers</li> <li>Create original pieces influenced by study of artist(s)</li> </ul> <p>Key questions: What colours has the artist used most? Why? What other colours can you see? Did the artist work from observation, memory or imagination?</p>	<p>Inspiration from classic and modern artists:</p> <ul style="list-style-type: none"> <li>Replicate some techniques used by artists/designers</li> <li>Create original pieces influenced by study of artist(s)</li> </ul> <p>Key questions: What kind of paint/drawing implement was used? Can you see any brush strokes? What is it painted/drawn on?</p>	<p>Inspiration from classic and modern artists:</p> <ul style="list-style-type: none"> <li>Give details about style of artists</li> <li>Show how work of these studied was influential</li> <li>Create original pieces that show a range of influences and styles</li> </ul> <p>Key questions: Was it painted/drawn quickly, or was it worked on using observations</p>	<p>Inspiration from modern artists:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Give details about style of artists</li> <li><input type="checkbox"/> Show how work of these studied was influential</li> <li><input type="checkbox"/> Create original pieces that show a range of influences and styles</li> <li><input type="checkbox"/> Give details about style of</li> </ul>



						<i>from sketches? How did the artist want us to feel when we view the work?</i>	<i>designers</i>  Key questions: What sort of mood does the work evoke?
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# Rotherhithe Primary School Art and Design Progression of Skills and Knowledge



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